



CARON
DE
-13R21




Regulations
AND
Courses of Study
OF THE
Continuation Schools

1913



Presented to
The Library
of the
University of Toronto
by

Mrs. A. C. Paull



Digitized by the Internet Archive
in 2023 with funding from
University of Toronto

<https://archive.org/details/31761119736965>

REGULATIONS
AND
COURSES OF STUDY
OF THE
CONTINUATION SCHOOLS
AMENDED AND CONSOLIDATED

THE CONTINUATION SCHOOLS ACT
AND
EXTRACTS FROM THE OTHER SCHOOLS ACTS
1913

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



ONTARIO
DEPARTMENT OF EDUCATION

250 606
14 1 31

TORONTO:

Printed and Published by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1913



Printed By
WILLIAM BRIGGS
29-37 Richmond St. W
TORONTO

TABLE OF CONTENTS

	PAGE
Regulations and Courses of Study—	
Establishment of Schools	7
Character and Grading of Accommodations	7
Minimum Equipment	12
Qualifications of Teachers	13
Duties of Staffs	14
Daily Sessions	15
Duties of Pupils	15
Organization of the Courses of Study—	
Main School Divisions	16
Limitation of Courses	16
Religious Exercises and Instruction	18
Syllabus of Courses—	
Subjects Common to all the Forms	19
I. Lower School	20
II. Middle School	27
III. Upper School	30
Commercial Courses—	
Suggestive Courses	35
Graduation Diplomas	37
Inspection	37
Distribution of Legislative Grants—	
Fixed Grants	38
On Salaries	38
Accommodation	39
Equipment	39

Special Grants—	PAGE
Teachers' Certificates	40
Middle School Drawing	40
Manual Training and Household Science—	
I. Day Classes	40
II. Night Classes	42
Agriculture—	
I. Lower School	42
II. Middle School	43
III. General Provisions	43
Contingency of Grants	44
Authorized Text-books	45
Teachers' Institutes	49
I. Statutory Provisions	49
II. Departmental Regulations	49
Repeal of Regulations	52
Appendices—	
Appendix A—Course in Geometry	53
Appendix B—Course in Elementary Science	59
Appendix C—A Seasonal Course in Art for the Lower School.....	64
Appendix D—Manual Training	70
Appendix E—Household Science	71
Appendix F—Agriculture and Horticulture	73
Appendix G—Mediaeval and Modern History	78
Appendix H—Equipment for Science	80
Equipment for Physical Culture	86
Equipment for Art	86
Statutory Provisions Affecting Continuation Schools—	
Extracts from the Acts.	
An Act Respecting Continuation Schools	88
High Schools Act	92
Public Schools Act	95
Separate Schools Act	99
Department of Education Act	102

Departmental Examinations—

PAGE

Admission to the High Schools	103
Junior High School Entrance Examination	103
Senior High School Entrance Examination	112
Admission to the Model and Normal Schools and the Faculties of Education...	115
Lower School Examination for Admission to the Model Schools.....	118
Lower School Examination for Admission to the Normal Schools and Faculties of Education	118
Middle School Examination for Admission to the Normal Schools.....	119
Upper School Examination for Admission to the Faculties of Education..	119
Number of Examination Papers	120
Examination Tests and Standards	120
Exemptions from the Lower School Examination	122
Appeals	123
Repeal of Regulations	123

Continuation School Regulations and Courses of Study

NOTE.—*In the following Regulations, Department means the Department of Education; Minister, the Minister of Education; and Regulations, the Regulations of the Department of Education. Except where otherwise evident, the term Board includes Public and Separate School Boards.*

ESTABLISHMENT OF SCHOOLS

1. Under the provisions of *The Continuation Schools Act*, there shall be three grades of Continuation Schools, A, B, and C, which may be established when, as reported by the Continuation School Inspectors, the following conditions are complied with to the Minister's satisfaction:

(1) There shall be a reasonable prospect of the Continuation School's being efficiently maintained.

(2) In Grade A, at least the time of three teachers shall be given to the work of the Continuation School; in Grade B, at least the time of two teachers and less than the time of three; and in Grade C, at least the equivalent of the time of one teacher and less than the time of two.

(3) Adequate and suitable accommodations shall be provided as prescribed in Regulation 2, the minimum equipment as prescribed in Regulation 3, and the staff of legally qualified teachers as prescribed in Regulation 4.

CHARACTER AND GRADING OF ACCOMMODATIONS

2. (1) The plans and the site of every Continuation School hereafter erected or remodelled shall be subject to the approval of the Minister on the report of the Continuation School Inspector.

(2) (a) Below are detailed the requirements for the accommodations of Continuation Schools.

(b) The accommodations shall be considered as divided into four grades, according to the character and extent of the school buildings and grounds and their equipment.

(c) *Where, in the case of Grades A and B, any part is used jointly by the Continuation and the Public or Separate School, the grading shall be one degree lower than if the buildings were wholly separate.*

(3) For the details of the accommodations for Manual Training, Household Science, and Agriculture and Horticulture, see the special circulars issued by the Department. These may be obtained on application to the Deputy Minister.

School Grounds.—The school grounds shall not be less than one acre in extent, easily accessible, not exposed to disturbing noises or noxious odours. Grounds of greater extent should be provided where they are available, especially in the case of the larger schools. Satisfactory provision for the regulated use of the school grounds shall always be made.

The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances, recreation grounds, and walks for the sexes. Subject to the report of the Inspector, the recreation grounds for the sexes shall be separated by a close board fence, wall, or hedge. No tree shall be placed so close to the school building as to check the free passage of air and light. Provision shall be made for keeping the buildings and grounds in good order.

Water Supply.—The water supply shall be pure and adequate. Where there is no other source of water supply, there shall be a well on the school premises (artesian if at all practicable) properly protected against pollution. If a dug well, it shall be thoroughly pumped and cleaned out at the close of each vacation, and at such other times as may be deemed advisable by the inspector. Earthenware or granite-ware water-tanks with covers are required, and where water on pressure is not available, the pupils should use individual cups. For further particulars see pp. 96-98 of "Plans for Rural School Buildings."

In urban schools where pure water on pressure is available, an adequate number of suitable bubblers of a sanitary character will be necessary for the highest grading, except in cases where there are a sufficient number of taps, the use of which is so thoroughly guarded and supervised that only individual cups are used and that in no case do pupils apply their lips to the taps.

Satisfactory arrangements shall be made for a suitable supply of water in the laboratory.

Grades I and II shall be given only when the water supply is inside the building.

Closets.—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall be properly lighted and ventilated and shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material, or of wood, painted a dark colour and sanded, with the floors of cement or brick, placed at least a foot above the ground. Urinals, of slate or enamelled metal, divided into compartments and properly situated, should be provided for the boys, and separate and locked closets for the teachers. Where only wooden partitions are available, they shall be given several coats of suitable paint. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. Subject to the report of the Inspector, a wall or a close, high board fence shall be provided between the boys' and the girls' side, from the closet to the school building, and the entrance to the closets shall be properly screened. Where the closets are inside the building the above conditions shall apply *mutatis mutandis*.

School Building.—The school building shall be so situated on the grounds as to enhance its architectural appearance, and the grading shall depend upon the suitability of the site and the architectural appearance of the building.

In every school building there shall be separate entrances for the sexes, with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. For the highest grading, all main exit doors shall have devices causing them to swing outwards on slight pressure from within. Where there are two or more stories, the upper floors shall be sound-proofed with mortar, felt, or other suitable material, and safe and convenient means of exit in the case of fire shall be provided. The school building shall be at least thirty feet distant from the highway. A school bell and a flag-pole should be provided.

Class-Rooms.—Except in the case of a Grade C School with an assistant teacher, the class-rooms of the Continuation Schools shall be wholly separate from those of the Public or Separate School. They should be conveniently arranged, well proportioned and oblong in shape. A superficial area of 16 square feet and a cubic air space of 250 feet shall be allowed for each pupil. Hardwood is preferable for the floors and stairways. Any wood of such quality and grain as would suit for an oil or varnish finish will suit for the rest of the woodwork. Wood finish, instead of plaster, may also receive the highest grading. If calcimined or papered, the walls shall be kept free from dust, and renovated when necessary. If painted, they shall be washed down frequently and repainted as often as may be necessary. Where it is difficult to keep the ceilings in repair, metallic sheathing should be used. Suitable colour schemes (the ceilings being of a light tint) should be adopted for the halls and class-rooms. A soft colour—a light greenish or stone gray or a dull blue—suits the class-room walls; while for the halls terra-cotta shades afford a suitable contrast. A class-room should be devoted to the purposes of art instruction. See pamphlet, *SCHOOL PLANS FOR RURAL SCHOOLS—Colour Schemes for Interiors*.

The doors shall swing outwards or either way. At least one waste-paper basket shall be provided for each room, and the floors shall be kept in good order. A closet or a cabinet shall be provided for utensils used in school work; also a suitable bookcase. Durable scrapers and mats shall be placed at the outside doors. In schools with three teachers, at least one separate class-room shall be furnished as a Science laboratory; in schools with only two, one of the ordinary class-rooms may be used for this purpose, but for Grade I, a laboratory shall be provided. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. Grade I shall not be given unless suitable decorations are provided. A reasonable expenditure for this purpose will be expected from year to year. For colour schemes and lists of suitable pictures and other decorations, see *Educational Pamphlets No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART*.

Assembly Halls.—In a Grade A or B School one of the class-rooms should be large enough to accommodate all the pupils in attendance, but a special well-appointed assembly hall is valuable for the purpose of general instruction and is an essential in the due development of the social phases of school life. For Grade I, such a hall shall be provided in a Grade A or B school.

Teachers' Private Rooms.—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. The furniture shall include a couch for cases of emergency.

Halls.—The entrances, vestibules, and halls shall be roomy and well lighted, and shall be so placed as to admit of separate entrances for the sexes to the waiting-rooms, cap-rooms, and class-rooms. The halls shall also be properly heated. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable colour schemes, decorations, and pictures and casts should be provided.

Waiting-Rooms and Cap-Rooms.—The cap-rooms for the sexes shall be conveniently situated, and shall be properly heated and ventilated. They shall be furnished with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles. In no case should it be possible for the air from the cap-rooms to circulate in the class-rooms.

Desks.—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size, with movable seats and adjustable lids. In each school room the outer row on each side should consist of adjustable seats and desks, to be adapted to pupils who are below or above the average size. The pupil, when seated, must be able to place his feet fully and easily on the floor. There shall be a desk and a chair in each class-room for the use of the teacher, and at least one chair for a visitor. A sloping stand for the gazetteer and the large dictionary shall also be provided. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. Grades I and II shall be given only when there are single desks and suitable provision has been made for practical work in Science. After due notice by the Minister, single desks must be supplied.

Blackboards.—The blackboards shall be of sufficient extent and of good quality (slate or ground glass preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day. *Every possible precaution should be taken against dust in the school room.* Grade I shall be given only when the blackboard is slate or ground glass.

Lighting.—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils.* The windows of every school building shall be adjusted by weights and pulleys, and shall admit of an adequate diffusion of light throughout the whole class-room. They shall also be provided with blinds of suitable colour (light green or gray or greenish gray). The blinds on the left of the pupils and on windows with a northern exposure should be translucent; other blinds, opaque.

*Light from above is best; but light from the left is the best available, for it throws any shadow off the pupil's book, etc. When, as directed above, the windows are run up to about half a foot from the ceiling, a good deal of the light on the left comes from above. To secure as much of this light as possible the tops of the windows should be square rather than curved. Light from the rear is objectionable, because it is in the teacher's eyes. Cross lights are injurious. Where there are already windows in front of the pupils, it is indispensable that they be closed up; such lighting is most injurious to the eyes.

To admit of adequate diffusion of light throughout the whole class-room, the windows shall be numerous (area, 1-6 of the floor space where the exposure is good; otherwise, greater area) and of clear, not ground or painted, glass, with 2 or 4 panes each and running as close to the ceiling, as close together, and as far to the rear of the room as practicable. A strip of prismatic glass a foot wide should be placed at the top of each window, the blind being adjusted at the height of the lower edge of this strip. This provision sometimes increases the lighting effect from 40 to 50 per cent.

There should be two separate sets of blinds for each window. These sectional blinds should be fastened at about 2-5 of the height of the window, the lower one to pull down and the upper one to pull up. Boards will be required to provide these or similar blinds within a reasonable time.

As the blackboards absorb a great deal of light, they should be provided with light-coloured screens that may be drawn down on them when they are not in use. In this way on dull days the light may be greatly increased at the desks farthest from the windows.

To prevent reflection from the blackboards, the windows should begin about five feet from the front wall of the class-room.

Grade I is given only when the lighting is from the left and satisfactory.

Heating.—The temperature of the class-rooms, halls, waiting-rooms, cap-rooms, and teachers' private rooms shall be not less than sixty-five degrees or more than sixty-eight. A thermometer shall be provided for each class-room. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil. For further particulars see pp. 10-12 of PLANS FOR RURAL SCHOOL BUILDINGS.

Where practicable an effective Plenum system* of heating with automatic regulation of temperature should be provided. Where several small Plenum chambers are used instead of one large chamber, auxiliary steam coils, which are more or less objectionable, may be dispensed with.

Grades I and II shall be given only in the case of schools heated with hot air, steam pipes, or hot-water pipes.

Ventilation.—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for an adequate supply of pure air at all times. The foul air shall be removed and the pure air supplied so that there shall be a complete change at least three times an hour. Air *shall not* be taken from the school rooms or from the basement to supply the furnace.

Where storm sashes are used on the outside, they shall contain sliding panels or shall be hinged at the top, to allow of the ingress of pure air; or they may be placed on the inside and also hinged at the top. It answers equally well to have double panes of glass about one-half inch apart in the same sash. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

*In a Plenum system of heating, the air is forced into a chamber by means of a fan, operated by either steam or electricity, through heating coils designed to heat the air to the required temperature, and is forced from the chamber through pipes or ducts to the various apartments, being delivered through gratings placed about seven feet from the floor. Small plenum chambers are simply galvanized iron boxes, in which steam-heating coils are placed with ducts leading therefrom to the various rooms. An exhaust system of ventilation operated by an exhaust fan, electrically driven, should be used in conjunction with the Plenum system, to secure proper ventilation.

An adequate supply of pure air is indispensable. The average pupil consumes 18 cubic feet of pure air per hour. The impure air expelled vitiates 100 times its volume of pure air. A proper system of ventilation will, accordingly, supply an area of 2,500 cubic feet of pure air per pupil per hour at the standard temperature and humidity of the air of the class-room. Such a supply of pure air can be secured in large schools only when propelled into the class-rooms by means of fans. In the Plenum system the inlets for the air must not be near the ground nor where street dust and other impurities are liable to be attracted. In locating the inlets, the direction of prevailing winds and draughts must be thoroughly considered.

Minimum Equipment

3. The minimum equipment for the different grades of schools shall be as follows; without this equipment no Continuation School shall be entitled to share in the Legislative grants:

(1) In Grade C:

Library	\$150
Scientific apparatus	150
Biological specimens.	25
Maps, charts, globes, etc	25
Art models and supplies	50

(2) In Grades B and A:

Library.	\$300
Scientific apparatus	300
Biological specimens	50
Maps, charts, globes, etc.	50
Art models	50

(3) The equipment for a Continuation School shall be approved from time to time by the Inspector of Continuation Schools, and shall be used only for Continuation School purposes.

(4) From year to year, the Board shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Continuation Schools.

NOTES: 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus for teaching Science. In rural school sections the course in Science with its Agricultural applications should be made prominent.

2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation Schools. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the inspectors as often as may be rendered necessary by the condition of said items.

4.—In a suitable book a record shall be kept of the books taken from the library during the school year. It shall be the duty of the teachers to guide and encourage the pupils in the use of the library.

QUALIFICATIONS OF TEACHERS

4. (1) In a Grade A School:

(a) The Principal shall hold a High School Principal's certificate, or a degree in Arts and a High School Assistant's certificate which after three years' successful experience (at least two of which shall have been High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School.

(b) Each assistant shall hold a permanent or interim High School Assistant's or Provincial First Class certificate.

(2) In a Grade B School:

(a) The Principal shall hold a Permanent First Class certificate, or a High School Assistant's or an Interim First Class certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School.

(b) The Assistant shall hold an Interim or Permanent First Class certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a Permanent or Interim High School Assistant's.

(3) In a Grade C School:

(a) The Principal shall hold a Permanent First Class certificate, or an Interim First Class certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

(b) When an assistant is employed he shall hold a Permanent or Interim First Class certificate.

NOTES: 1.—A teacher who was qualified for a Continuation School under the Regulations of 1907 shall remain qualified under the same School Board for the Continuation School in which he is now teaching.

2.—Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation Schools in order that all the necessary subjects of study may be adequately provided for.

3.—Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School alone shall not be counted as Public School experience.

(4) (a) For teachers of Art, Physical Culture, and the Commercial Subjects, the minimum qualification shall be an Elementary certificate;

(b) For teachers of Manual Training and Household Science, an Interim Ordinary certificate; and

(c) For teachers of Agriculture and Horticulture, an Intermediate certificate.

(5) Members of the present staffs who do not now hold the certificates prescribed in 4 (a) above, but whose teaching of the subject concerned was graded I before July, 1913, will be granted certificates in said subjects on application to the Minister, approved by the last visiting Inspector. All other teachers concerned shall qualify themselves for such certificates and Boards shall provide teachers with these qualifications, after reasonable notice by the Minister on the report of the Continuation School Inspector. In the meantime, the Minister will accept, on the report of the Continuation School Inspector, such qualifications as are found to be the highest available.

NOTE.—Courses leading to certificates in Art, Physical Culture, the Commercial subjects, Manual Training, Household Science, and Agriculture and Horticulture are provided by the Department, some being at Summer Schools. The syllabuses of these schools may be obtained on application to the Deputy Minister.

5. (1) If, after duly advertising and offering an adequate salary, a Board is unable to obtain a legally qualified teacher, a temporary certificate for all or a part of the current school year may be granted by the Minister to a suitable person on the application of the Board.

(2) In the case of substitute teachers without legal qualifications, appointed in an emergency, no engagement for longer than two weeks shall be made without the formal consent of the Minister.

DUTIES OF STAFFS

6. (1) In every Continuation School the teacher in charge shall be called the Principal, and the other teachers, Assistants.

(2) The authority of the Principal of the Continuation School shall be supreme in all matters of discipline in his own school.

(3) When the Continuation and the Public or Separate Schools occupy the same building, the authority of the Principal of the Continuation School shall be supreme in all matters of discipline in those parts of the accommodations which the schools occupy in common.

(4) The Principal shall determine the number of Forms, the number of pupils to be assigned to each Form, and the order in which the subjects in each Form shall be taken up by the pupils.

(5) The Principal shall make such promotions from one Form to another as he may deem expedient; he shall also assign the subjects of the Courses of Study among the Assistants.

(6) *Mutatis mutandis* the duties of Continuation School teachers shall be those prescribed for Public School teachers under *The Public Schools Act*. See p. 98.

DAILY SESSIONS

7. (1) Unless otherwise directed by the Board, the pupils attending a Continuation School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon.

(2) Such recesses at noon and during the forenoon and afternoon shall be allowed as the Board may approve; but in no case shall the school hours be less than five hours a day, including the recesses in the forenoon and afternoon.

DUTIES OF PUPILS

8. (1) A pupil registered in a Continuation School shall attend punctually and regularly. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

(2) (a) A pupil on returning to school after absence shall give the Principal from the parent or guardian, orally or in writing, as may be required by the Principal, a proper reason for his absence.

(b) A pupil may retire from school at any hour with the consent of the Principal, or at the request, either oral or written, of his parent or guardian, provided that, in the opinion of the Principal and the Board, this privilege is not abused.

(c) A pupil shall be responsible to the Principal for his conduct on the school premises and on the way to and from school, except when accompanied by his parent or guardian or by some person appointed for this purpose by such parent or guardian.

(d) On the report of the Principal and after reasonable notice by the Board, a Board may suspend a pupil whose parent or guardian fails to pay his school fees or to provide him with the text-books or other supplies required in his course of study or to pay the fees imposed for such purpose by the Board, or it may itself provide him with such text-books and other supplies, and may exempt him from the payment of school and other fees.

(e) On the report of the Principal, and after reasonable notice by the Board, a Board may suspend a pupil who injures or destroys school property, until the property destroyed or injured is made good by the parent or guardian of such pupil.

NOTE.—*The Public Schools Act* specifies the other offences for which a pupil may be suspended, and the mode of suspension. See page 99.

(3) No pupil once enrolled shall be admitted to a High School or to another Continuation School, unless he presents a letter of honourable dismissal from the Principal of the School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question for final settlement to the Inspector of the school into which the pupil seeks admission.

ORGANIZATION OF THE COURSES OF STUDY

MAIN SCHOOL DIVISIONS

9.—(1) The Continuation School classes shall be taught wholly apart from those of the Public and Separate Schools.

(2) The Courses of study shall be taken up in three main divisions; the Lower School, the Middle School, and the Upper School; each being regularly a two years' course.

(3) The courses shall consist of the General Course, and the following Special Courses: (a) the University Courses for pass Senior and pass and honour Junior Matriculation into the University of Toronto, and the Preliminary examinations of the Learned Professions; (b) the Departmental Courses for admission to the Model and Normal Schools and the Faculties of Education.

NOTE.—The regulations of the Industrial and Technical Schools and Classes maintained under *The Industrial Education Act* of 1913 may be obtained on application to the Deputy Minister.

LIMITATION OF COURSES

10.—(1) Except on the report of the Continuation School Inspector and with the approval of the Minister, obtained before any subject is added:

(a) No higher courses may be taken up in a Continuation School with only one teacher than those prescribed for the Lower School.

NOTE.—The Continuation School Inspectors report that in schools with only one teacher, which take up the work of the Middle School, the interests of the junior classes have very generally been sacrificed: classes which should be taught separately are taught together, and some of the essential subjects of an English education are neglected. It should, however, be borne in mind that in Grade C Schools in which the full time of one teacher and not less than half the time of a second teacher is devoted to the work of the Continuation School, provided such part-time teacher has the qualification necessary for an Assistant in a Continuation School, an additional grant will be made in consideration of the services of such part-time teacher. See page 38.

(b) None of the Upper School Courses may be taken up in a Continuation School with a staff of only two regular teachers: and in the Lower and Middle Schools no other courses may be taken up than the General Course, the Courses for admission to the Normal and Model Schools, and one of the Courses for Junior Matriculation, such Course being one of those including Science in the case of schools where the Course for admission to the Normal Schools is also taken up.

(c) The course for Senior Matriculation may not be taken up in a Continuation School with a staff of three regular teachers. The courses in such schools shall be confined to the General Course, to the courses for admission to the Normal and Model Schools, to the pass Junior Matriculation courses, to not more than one complete part each year of the course for admission to the Faculties of Education, and to Honour Junior Matriculation in not more than one of the departments of Classics, Mathematics, Science, French and German, with, in addition, either or both of English and History.

(2) Special Industrial and Technical courses and courses in Manual Training, Household Science, Agriculture and Horticulture, and Middle School Drawing may be taken up in any school when provision therefor has been made satisfactory to the Minister on the joint report of the Continuation School Inspector and the special Inspector or Director concerned.

(3) In order to secure progressive organization and economy of effort, the division of a subject amongst the teachers should, as a general rule, be avoided. When, however, more than one teacher are competent for the work, the evils of monotony and an excessive burden of class exercises in some subjects may be avoided by reasonable division.

11.—(1) The Lower School courses in Geography, Reading, and Physical Culture, and the Lower and Middle School courses in English Composition, English Literature, and History shall be obligatory on all pupils. Where necessary, Writing and Spelling shall be added.

(2) The Lower School courses in Arithmetic and English Grammar shall be obligatory on all pupils except University matriculants, on whom only the first year's courses in these subjects shall be obligatory.

(3) Pupils in the General Course shall take in addition:

(a) The Art and the Elementary Science of the Lower School; and

(b) Such other subjects of the Courses as may be agreed upon between the pupil's parent or guardian and the Principal of the school.

12. The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory:

(1) *Reading*.—Two lessons of thirty minutes every week for the first year, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five.

(2) (a).—*Physical Culture*.—When the weather and the accommodations permit, the course in Physical Culture shall be taken up systematically at least an hour and a quarter in each Form every week throughout the year.

(b) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate, or on account of evident physical disability or for other reason satisfactory to the Principal.

(c) Subject to the report of the Continuation School Inspector, in all the Forms the sexes shall be separately trained.

(d) When the weather permits the Principal may substitute for not more than half the time prescribed above for Physical Culture, suitable sports and games, in which all the members of a class shall take part, and which shall be under the supervision of the members of the staff.

13. Subject to the provisions of the foregoing Regulations the Continuation School Board shall select the courses of study on the report of the Principal; but a course shall not be taken up if, on the report of the Continuation School Inspector, the Minister decides that the staff, the equipment, or the accommodations are inadequate or unsuitable therefor.

RELIGIOUS EXERCISES AND INSTRUCTION

14.—(1) (a) Every Continuation School shall be opened with the reading of the Scriptures and the Lord's Prayer, and shall be closed with the Lord's Prayer, or the prayers authorized by the Department of Education; but no pupil shall be required to take part in any religious exercises objected to by his parent or guardian.

(b) In schools without suitable waiting-rooms, or other similar accommodation, if the parent or guardian demands the withdrawal of a pupil while the religious exercises are being held, such demand shall be complied with and the reading of the Scriptures shall be deferred in inclement weather until the closing.

To secure the observance of the preceding regulation, the teacher, before commencing a religious exercise, shall allow the necessary interval to elapse, during which the children or wards of those, if any, who have signified their objection may retire.

(c) If the parent or guardian directs that his child or ward shall remain in the school room during the religious exercises the teacher shall permit him to do so, provided that he keeps his seat and maintains decorous behaviour during the exercises.

(d) If, in virtue of his right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious exercises, such absence shall not be treated as an offence against the rules of the school.

(e) When a teacher claims to have conscientious scruples in regard to opening or closing school as herein prescribed, he shall notify the Board to that effect in writing; and it shall then be the duty of the Board to make such provision as it may deem expedient for the carrying out of the requirements of (1) (a) above.

(2) (a) The Scriptures shall be read daily and systematically; the parts to be read may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, or from the list of the Selected Scripture Readings of the International Bible Reading Associations, as the Board by resolution may direct.

(b) A Board may also order the reading of such parts by both pupils and teachers at the closing of the school, the repeating of the Ten Commandments at least once a week, and the memorization of passages selected by the teacher from the Bible.

(3) (a) A clergyman of any denomination shall have the right, and it shall be lawful for the Board to allow him, to give religious instruction to the pupils of his own church, in each school house, at least once a week, after the hour of closing the school in the afternoon.

(b) Under the same conditions, a clergyman, selected by the clergymen of any number of denominations, shall also have the right to give religious instruction to the pupils belonging to such denominations.

(c) If the clergymen of more than one denomination apply to give religious instruction in the same school house, the Board shall decide on what day of the week the school house shall be at the disposal of the clergyman of each denomination, at the time above stated.

(4) Emblems of a denominational character shall not be exhibited in a Continuation School during regular school hours.

SYLLABUS OF COURSES

15. (1) Subject to any instructions issued from time to time by the Minister the syllabus of the Courses for Continuation Schools shall be as set forth below.

(2) A subject prescribed for any year or years may be subsequently reviewed.

(3) When the content of a subject differs from that of the corresponding subject for University Matriculation, the Principal shall make the modification necessary for the latter.

Subjects Common to all the Forms

MANNERS AND MORALS.—Throughout the courses the teacher shall incidentally, from current incidents, from lessons in literature, history, etc., and by his own example as well as by precept, give instruction in moral principles and practices and in good manners.

The following outline is suggested:

To oneself: Manliness or womanliness, purity, health, nobility, self-control, self-reliance, generosity, truthfulness, cultivation of moral courage, will power, economy, industry, good taste in dress, etc.

To teachers: Respect, obedience, punctuality, neatness, order, etc.

In the home: Respect for parents, due consideration for brothers and sisters, other relatives, etc.

To the people generally: Honesty, courtesy, charity, toleration, justice, respect for property, consideration for the aged, the infirm, etc.

To our country: Love, courage, honour, obedience to law, etc.

Treatment of the lower animals: Humanity, kindness.

Manners: Proper language and conduct at home, at school, on the street, and in public places, at social gatherings, etc.

PHYSICAL CULTURE.—*The Syllabus of Physical Exercises for Public Elementary schools*, which the Minister has authorized, and a copy of which has been supplied to each School library, shall form the basis of the course in Physical Culture. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will. A systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, should be taken up in each of the sub-divisions, Regulation 12 (2). While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. Prevailing defects should be studied and exercises and directions given to correct them. School games and sports should be systematically encouraged.

READING, WRITING, AND SPELLING.—When the course in Form IV of the Public and Separate Schools has been properly completed, special classes in Writing and Spelling should not be necessary and the course prescribed for Reading in the First Year of the Lower School should be sufficient for the special study of this subject. A further knowledge of Reading may be secured by the prescribed practice in connection with Literature, and of Writing and Spelling by attention to these subjects in all exercises. In Spelling, however, the visual impression made on the pupil's mind in extended reading courses will materially aid his acquisition of a knowledge of the proper form of words. Where found necessary, special provision shall be made for Writing and Spelling.

1—Lower School

READING.—Intelligent and intelligible natural reading; the principles to be learned incidentally.

Exercises in breathing, articulation, and vocalization.

ENGLISH GRAMMAR: *First Year*.—A thorough review of the work of Form IV of the Public Schools with emphasis on the practical applications.

Second Year.—The intensive and more reflective study of the principles of etymology and syntax, including the logical structure of the sentence and the inflection, formation, and classification of words.

An outline of the history of the development of the language.

NOTE.—The use of English grammar in teaching correct oral and written composition, though important, especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression.

ENGLISH COMPOSITION.—Oral and written composition: elements of Narration, Description, Exposition, and Argumentation.

Letter writing.

Oral and written reproductions or abstracts.

Class debates.

Systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing.

NOTE.—Actual practice in oral and written composition should largely predominate. The main principles of composition (rhetoric) should be learned from the criticism of the compositions, and systematized as the work proceeds.

ENGLISH LITERATURE.—Intelligent comprehension and oral reading of suitable authors, both prose and poetry.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTES: 1.—The object of the course in the Lower School is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school aloud and silently, with due attention to the meaning, standard authors whose works will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive and dramatic.

2.—In each of the two years of the course, at least four books (prose and poetry) shall be read, in addition to the regular class work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages. At the beginning of each school year a short list should be made out for each Form under a few heads, of such suitable works as may be obtained in the school, public, or other library, and each pupil should be required to read during the year at least one under each head in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

3.—In English Literature too much time has hitherto been given to the minute study of the texts. A larger proportion should be given hereafter to the Supplementary Reading. For some weeks at a time the minute study might be intermitted and some of the time thus set free devoted to the important subject of English Composition, in the teaching of which the Supplementary Reading might be utilized, and many compositions might be written in the class under the supervision of the teacher.

HISTORY: *First Year.*—A brief outline of Canadian History to 1840 and a more extended outline from 1840 to the present time.

The elements of the civil government of Canada and of Ontario. The duties of citizenship.

Second Year.—A brief sketch of British History to the Tudor period, a brief outline to 1685, and a more detailed outline from 1685 to the present time.

In both years, supplementary reading and biographical sketches of persons famous in British and Canadian History and in Greek and Roman History.

NOTES: 1.—The main purpose of the course is to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

2.—The work in history should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with. Basing compositions on historical topics, especially such as will require supplementary reading, is one of the best means of teaching the subject.

3.—The Public School histories of England and Canada may be taken as presenting the outlines of the courses. These text-books should, however, be supplemented as far time will permit.

4.—See *Educational Pamphlet, No. 4: VISUAL AIDS TO TEACHING HISTORY.*

GEOGRAPHY: *First Year.*—The following countries with regard to their principal resources, industries, and productions; chief centres of population; the condition of the people and their forms of government; and the influence of their geographical conditions on their political, industrial, and commercial development.

(1) The United States, Mexico, Brazil, Argentine Republic, Chili, France, Germany, Russia, Belgium, Holland, Denmark, Austria-Hungary, Italy, Turkey, Egypt, China, Japan.

(2) The United Kingdom; Canada and Ontario and the other important components of the British Empire.

Outline map-drawing in connection with the study of the above countries.

The countries in (1) to be studied in outline; those in (2), in greater detail.

NOTES: 1.—The course in Commercial and Map Geography, even when studied in detail, should not deal with minute particulars; nor should the pupil be required to memorize the exact statistics, even in the case of the most important; as statistics change from time to time, round numbers will be sufficient. With such general knowledge the pupil will have sufficient for the ordinary purposes of life. When he needs special particulars, he may readily find them in books of reference.

2.—Books of travel and other supplementary reading from the school or public library should be supplied; also, when practicable, exhibits of the products characteristic of the countries studied; and pictures of famous places by means of mounted photographs.

Second Year.—Physical Geography, as follows: Changes of the earth's surface; rocks; rivers, valleys, and lakes; weathering, soils, and underground waters; wind work; glaciers and their work; plains, mountains, and plateaus; volcanoes and earthquakes.

The atmosphere; winds, storms, and climate.

The earth's magnetism.

The ocean; the meeting of land and sea.

Life on the earth; geological history of Canada.

The earth and the sun; the solar system; other heavenly bodies.

NOTES: 1.—As far as practicable the teaching should be based on experiments, the observations during excursions, and the careful study of charts and maps. During the same excursions both Physical Geography and Elementary Science may be studied.

As far as practicable also contour maps should be used in dealing with the topics of the course.

The following laboratory manual and contour maps will be found useful:

Student's Laboratory Manual of Physical Geography—Brigham, 60c. D. Appleton & Co., New York.

Map of United States, 18 in. by 28 in., with contours, 15c. United States Geological Survey, Washington, D.C.

Topographic Map, Niagara Sheet, N.Y., 10c. United States Geological Survey, Washington, D.C.

Map of part of Cobalt, Miller & Knight. Free. Bureau of Mines, Toronto.

2.—The study of weathering should be preceded by an examination of the chief rocks such as granite, sandstone, limestone, and shale, etc., and the relation between the rocks and soils should be indicated; the disintegrating action of frost, air, and rain on monuments can be well studied on a field trip.

3.—The work of rivers should be illustrated by a study of rills and small streams in the neighbourhood; also by a study on maps of young, mature and old river systems.

4.—Weather forecasting should be studied in connection with weather maps. Specimen copies of such maps may be obtained on application to the Director of the Meteorological Office, Toronto.

5.—The study of the ocean should be based on a careful study by the pupils of maps of the Atlantic and other oceans. A chart of the main currents should be compared with a chart of the prevailing winds, and also with a rainfall chart of the world.

6.—The astronomical work should be based largely on observations of the heavenly bodies and on experiments. The explanation of the phases of the moon should be attempted only after the moon has been observed daily for at least a month as to shape, time of rising, position at sunset, etc. The apparent motion of the stars and the changing relation of the planets to the stars should be observed before the relations of the members of the solar system are discussed and the heliocentric theory propounded.

7. Glacial action should be taken up in connection with the study of the glacial evidences of the district.

8.—Where practicable and when time will permit the measurement of the dew point and humidity might be found by pupils; the part played by dust in producing the colours of the sky and in assisting condensation might be experimentally demonstrated.

9.—Isothermal and isobaric charts of the world for winter and summer should be carefully studied. The changes during the seasons and the effect of latitude, altitude, winds, mountains, and ocean currents upon the isobars and isotherms should be explained.

10.—Before taking up the natural phenomena of the air, such as clouds, dew, rain, etc., these phenomena should have been carefully observed by the pupils over an extended period; for instance, before discussing dew they should have records for over a month showing on what nights there was dew; whether the nights were cloudy or clear, still or windy; whether preceded by a warm or cold day; the direction of the wind; on what objects dew appears most abundantly, etc.

ARITHMETIC: *First Year*: The simpler parts of both the theory and the practice of the following course:

Review of principles; measures and multiples; fractions (vulgar and decimal); contracted methods of computation; compound quantities, including the metric system, square root; commercial arithmetic; applications of percentage, including commission, insurance, taxes, interest, discount, stocks, and exchange, including the use of the common business forms; oral arithmetic.

The rectangle, triangle, circle, parallelopiped, prism, cylinder, pyramid, cone, and sphere.

Second year: More difficult parts of both the theory and the practice of the same course.

NOTES: 1.—The processes and problems in the commercial work shall be such as find *direct* application in ordinary life. Accuracy, rapidity and neatness of work shall be kept in view.

2.—The common business forms to be taken up are as follows: Receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and acceptance and consequent liability.

3.—In the prescribed text-book the mensuration is completed before the commercial arithmetic is begun. The teacher should, however, use his own judgment as to the order in which the different parts of the work shall be taken up.

ALGEBRA.—Elementary work; factoring; highest common factor and lowest common multiple; fractions; simple equations of one unknown quantity; square root.

GEOMETRY: *Second Year*.—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures;

Some leading propositions in Euclidean plane geometry, reached by induction as a result of the accurate construction of figures; deduction also employed as principles are reached and assured.

The course in Theoretical Geometry begun.

For the details of the course see Appendix A.

* NOTES: 1.—Geometry shall not be begun until the second year of the Lower School course.

2.—The introductory course in Practical Geometry should emphasize physical accuracy, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Geometry retains Euclid's common notions, regarding them from modern standpoints.

LATIN AND GREEK.—The Ontario High School Latin Book, including introductory work in the prose authors.

The First Greek Book begun in the second year.

NOTE.—Throughout the courses in Latin and Greek the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English, and the ability to translate at sight. Attention should also be given to pronunciation and reading aloud, and to the consideration of Latin and Greek words as the roots of English words.

FRENCH AND GERMAN.—The Ontario High School French and German Grammars and Readers, including introductory work in authors.

NOTES: 1.—The work in French should at first be wholly without a text-book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states and actions. Memorization of suitable selections from simple poetry. Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months of this course the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time and more rapid progress. When desirable, owing to local conditions, German may be begun first.

2.—Special importance should be attached to Oral Work. Teachers should improve themselves by attending suitable summer classes and by residence for a time in France and Germany. Boards should assist them, when practicable, by at least allowing them leave of absence for the latter purpose.

ELEMENTARY SCIENCE.—*First Year*.—An elementary practical course in Botany, Zoology, and Physics.

Second Year.—The elementary course in Botany, Zoology and Physics continued, with a similar course in Chemistry.

For the details of the courses see Appendix B.

NOTES: 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher Forms. The spirit of the Nature Study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with Geography, Drawing, English Composition, Manual Training, and Household Science.

2.—(a) Each pupil should possess a good lens, and be taught how to use it. When desirable, the teacher should use the compound microscope for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher.

(b) The courses in Physics and Chemistry shall be, as far as possible, experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

3.—When practicable, there should be an aquarium, and every school should have an arboretum and a herbarium. A museum, consisting of specimens illustrative of the courses, should also be established. The pupils should be encouraged to provide specimens from the locality.

4.—No Flora or Fauna is authorized as a text-book for the pupils, but it shall be the duty of the Board to provide in the school library a sufficient supply for the pupils' use. Other works of reference shall also be provided, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work.

5.—Drawing and systematic written description should be required throughout the courses, dated and preserved in note-books for comparison and inspection, the work being systematically supervised by the teacher. *Notes shall not be dictated by the teacher.*

ART: *First Year*.—Mediums: Crayons, lead pencil, and brush and ink and water colours.

Solving simple geometrical problems.

Drawing simple type solids in outline and in light and shade, singly and in groups.

Freehand perspective as applied to object drawing.

Study of colour: the standard colours, intermediate hues, neutralization of colour, scales of tones.

Drawing and painting: (*a*) natural forms, such as grasses, fruits, flowers, leaves, sprays, trees, birds, insects, etc.; (*b*) manufactured objects of simple form, such as boxes, cans, bottles, lanterns, tents, tools, books, furniture, crockery, etc.; (*c*) figure drawing: poses to illustrate ordinary scenes, such as skipping, fishing, playing ball, etc.; (*d*) illustrations (in outline or in silhouette) of school compositions, literature, history or other school work; (*e*) simple landscape, representing phases of the day and the season, with few details, as, for example, clouds, hills, valleys, roads, rivers, trees, houses, boats, piers, or waves.

Pictorial and ornamental design.

Composition and space filling.

Principles of design.

Lettering (freehand and mechanical).

Original designs for calendars, festival cards, book covers, menus, sofa cushions, etc., in neutral tones and in colour, based upon (*a*) geometric forms, (*b*) conventionalized natural forms.

Mounting and exhibiting drawings.

Picture study including the history and the meaning of the picture.

Second Year.—Mediums: Crayons, or charcoal and coloured chalks; lead pencil; and brush and ink and water colours.

Drawing pottery in light and shade, singly and in groups, with background and cast shadows.

The principles of perspective and their application to drawing of objects and interiors.

Colour and its harmonies and tone relations.

Drawing and painting: (*a*) more difficult common objects, (*b*) more complex specimens from nature, (*c*) figures posed in small groups to illustrate ordinary scenes or historical incidents, (*d*) illustrations in neutral tones or in colour of school compositions, literature, history, or other school work, (*e*) landscape subjects.

Drawing from casts (optional).

Ornamental design.

The principles of composition.

The principles of design reviewed and extended.

Memory drawing.

Lettering continued and styles of lettering.

Original designs in neutral tones and in colour, for wall paper, friezes, curtain borders, floor coverings, portfolio covers, initial letters, etc.; designs for stencils.

Mounting and exhibiting drawings.

Picture study continued.

For details of a seasonal course see Appendix C.

For lists of suitable pictures, see Appendix H. A more complete list will be found in Educational Pamphlets No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.

NOTES: 1.—The purpose of the course in Arts is primarily cultural. It seeks to lead the student to an appreciation of form, colour, and decorative and harmonious arrangement, having regard also to the useful. It aims to increase the joys and the comforts of life, to develop character, and to awaken the inventive and imaginative faculties of the artist or the industrial activities of the artisan.

The different parts of the courses may be taken up in whatever order the teacher prefers.

2.—A list of indispensable type solids is also given in Appendix H. Care should be taken not to over-emphasize their value in the course. They are useful only in so far as they lead to careful observation in drawing more interesting objects.

3.—In the first year the principles of perspective should be learned inductively from observation and later the laws should be taken up.

4.—Drawings should be from real objects; pictures may be studied to secure correct methods of rendering, but they should not be copied.

5.—The exercises in pose drawing may be made very interesting by allowing the pupils to take their turn, equipped with the necessary accessories.

6.—Illustration lends itself to correlation with other school subjects. A wide choice of subjects should be allowed. The teachers of Literature, Composition, History, and Elementary Science can give material assistance to the teacher of Art.

7.—In design, the natural forms drawn and conventionalized in the course of the year should be used as motifs.

8.—The best work of each pupil should be mounted on sheets of uniform size and exhibited at convenient intervals. Each piece of work should be kept for inspection, properly labelled on the back with the date and the name of pupil, school, and form.

9.—In selecting pictures for study, regard should be had for the age and stage of advancement of the pupils. At first, pupils should be led to the interpretation of the meaning of the picture by a series of judicious questions; afterwards, questions of technique may be considered in the appreciative criticism of the best pictures of our own and other lands. The school lantern can be made of great service in picture study and in teaching the principles of Art.

COMMERCIAL SUBJECTS: *Book-keeping*.—Double and Single Entry, including the use of journal, cash book, sales book, bill book, ledger, financial statements, closing books, and the necessary business papers.

NOTE.—The minimum course in Bookkeeping is contained in sets II, III, IV (or V), VI, and XI (Part I) of the authorized text-book or the equivalent thereof in character and amount.

Writing.—Correct position and movement.

Principles of letter formation.

Formation of a graceful, legible business hand.

Shorthand.—The Theory. Dictation and transcription.

Typewriting.—Copying documents.

Transcription of shorthand notes.

Manifolding, letter-press copying.

NOTE.—The Touch system is recommended.

MANUAL TRAINING.—*First Year*: Review of the Public School Course as far as the condition of the pupil's knowledge may necessitate.

Drawing and Woodwork.

Second Year: Drawing and any one of the following:

Woodwork, Wood-turning, Forging, and Machine-shop practice.

For details of the courses and equipment see Appendix D and Circular 3.

NOTES: 1.—The Forging and the Machine-shop practice, with their associated drawings, which are now sometimes taken as part of the Manual Training course, properly form part of technical and industrial courses; but, except where comprehensive technical or industrial courses have been established, these subjects are for the present permitted by the Department as extensions of the Manual Training course.

2.—If the pupil has received two years' manual training, approved by the inspector, Wood-turning may be taken instead of Woodwork.

3.—Except by special permission of the Minister, the courses in Forging may be taken only by those who have had two years in Woodworking, and that in Machine Shop Practice only by those who have previously taken Forging.

4.—When the pupil has not taken up, or has taken up partially, the Manual Training of the Public School Course, such parts of the subject shall be taken up in the High School as the teacher may deem necessary.

5.—The articles made should be kept for the Inspector's examination.

HOUSEHOLD SCIENCE.—*Sewing*.—*First Year*: Review and extension of the course in Form IV of the Public Schools as far as the condition of the pupil's knowledge necessitates, using finer materials.

Household linen: Making towels and sheets, hemming tablecloths.

Use of the machine.

Underclothes, a simple dress or kimona or shirt waist (machine or hand made).

Second Year: Advanced stitches applied to small garments, hemmed patch, fine mending.

Instruction in the use of patterns.

Taking measurements and drafting patterns.

Cutting out and making simple garments.

Threading, running, oiling, and cleaning of sewing machines. Use of attachments (optional).

Cleaning, Cookery, Foods.—*First Year*: The course, for the Senior Grade of Form IV of the Public Schools, to be reviewed, as far as the knowledge of the class may render it necessary.

The House.—Site, plan, lighting, heating, ventilation, furnishing, and care.

Home-Nursing and Sanitation.—The course of Form IV (Senior), of the Public Schools, to be reviewed.

Laundry Work.—Materials required, with the action of each.

Processes in washing, starching and ironing.

Cookery, Foods.—*Second Year*: More advanced cookery.

Marketing.

Entertaining.

Household accounts.

For details of the courses and equipment see Appendix E and Circular 3.

AGRICULTURE AND HORTICULTURE.—For the details of the two years' seasonal course, see Appendix F.

II—Middle School

ENGLISH COMPOSITION.

The Course of the Lower School in oral and written composition continued and extended.

The study of models of prose-writing systematically taken up towards the close of the course.

Greater attention to the development of literary style.

NOTE.—The Debating and the Literary Society should supplement the work in this subject.

ENGLISH LITERATURE.

The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for pass Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in the class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public or other library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTE.—At this stage, the pupils should be able to begin to appreciate literature as such. Besides works of the same character as those taken up in the Lower School, other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.

HISTORY.—*British History*. Great Britain and Canada from 1763 to 1885.

Ancient History.—General outlines of the history of Greece to the death of Alexander, and of the history of Rome to the death of Augustus with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the history prescribed.

NOTES: 1.—The details of the political history are less important than the causes and the consequences of events; the social life, literature, art, etc., of the peoples, and the careers of their great men. The development of political institutions should also receive attention.

2.—As in the Lower School, the work in history should be correlated with that in literature and oral and written composition as well as in geography. The great contemporary movements in the history of Europe should be briefly discussed.

3.—The pupils should write short essays on historical subjects. Nothing is more valuable in teaching history than this, especially as it should involve wider reading than that provided by the authorized school texts.

ALGEBRA.—The course in the Lower School reviewed and continued.

Simple equations of two and three unknowns.

Cube root.

Indices, surds.

Quadratics of one and two unknowns; the relations between their roots and co-efficients.

Simple ratio and proportion.

Simple graphs.

GEOMETRY.—The course in the Lower School reviewed.

A selection of the leading propositions in Elementary Synthetic Geometry.

Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For details of the course, see Appendix A.

LATIN AND GREEK.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

FRENCH AND GERMAN.—The course in the Lower School in grammar and composition continued.

The special study of the texts prescribed for pass Junior Matriculation into the University of Toronto.

Sight work.

PHYSICS.—An experimental course defined as follows, and including simple problems:

Electricity.—Magnetism; laws of magnetic attraction and repulsion; magnetic lines of force; phenomena of induction; inclination and declination of the compass.

Production and detection of electricity.

Electrical conductors and insulators; electroscopes and their construction; electrical conduction through air; radioactivity illustrated by means of uranium and thorium salts.

Electrical conduction in liquids; electrolysis; electroplating and electrotyping.

Voltmeters, storage and voltaic cells; simple notions of potential; Ohm's Law; electric units; galvanometers and voltmeters; laws of resistance; divided circuits, experimental determination of current strength, resistance, and electromotive force; current induction and its general laws; the transformer, the induction coil, dynamo, telephone, motor, ether waves, Röntgen rays, and wireless telegraphy.

Heat.—Nature and sources of heat.

Relation between volume and the temperature of a gas (Charles' Law).

Absolute temperature.

Change of state.

Latent heat; specific heat; transmission of heat.

Sound.—Vibrations: Transversal vibrations, illustrated with pendulums, rods, strings, membranes, plates; longitudinal vibrations illustrated with rods, strings and columns of air.

Production, propagation and detection of sound waves.

Velocity of sound, pitch; standard forks (accoustical C = 512, musical A = 870).

Intervals; harmonic scale; diatonic scale; equally tempered scale.

Vibration of air in organ pipes; nodes and loops in vibrating air columns and in vibrating strings; wave lengths and velocity relations.

Laws of vibration of strings; interference phenomena; beats, resonance; reflection and absorption of sound.

Light.—The ether, the wave theory of light, rectilinear propagation, image through a pin hole, beam, pencil; photometry; shadow and grease spot photometers.

Reflection and scattering of light; laws of reflection, images in plane mirrors, concave and convex mirrors; drawing images.

Refraction, laws, and index of refraction.

Total reflection.

Path through a prism.

Lenses; drawing image produced by a lens by use of critical rays.

Simple microscope.

Dispersion and colour.

Spectrum; recombination of light.

Camera.

CHEMISTRY.—An experimental course defined as follows and including simple quantitative problems:

Physical and chemical changes.

Elements, compounds, mixtures, and solutions.

Fundamental chemical laws and principles, as definite proportions, multiple proportions, constancy of mass, equivalence and valency.

Rate of chemical reaction and the conditions that affect it.

Avogadro's hypothesis and its applications.

Ionization in solution.

Properties of acids, bases, and salts.

Types of chemical reactions, as oxidation, reduction, replacement, neutralization of acids and bases, catalytic action. Reactions in solutions.

The following elements and their more important compounds for the purpose of learning their chemical properties and relationships, illustrating the laws and principles of Chemistry, and learning something of the commercial and industrial uses and preparation of materials derived from them:

Hydrogen, Oxygen, Sulphur, Sodium, Potassium, Nitrogen, Chlorine, Bromine, Iodine, Carbon, Calcium.

ART.—The special subjects of the Lower School course reviewed.

Mediums: pencil, charcoal, coloured chalks, crayons, pen and ink, and water colour.

Drawing from the cast.

Drawing and painting landscapes from nature and manufactured and natural objects.

Figure drawing.

Modelling in clay or plasticine.

Ornamental design.

Study and application of Historic Ornament, and styles of Architecture, with suitable lettering.

Designing booklets, book covers, calendars, programmes, book plates, head and tail pieces, initial letters, school announcements, posters, etc.

The study of pictures selected with reference to the Schools of Art.

AGRICULTURE AND HORTICULTURE.—*For details of the course see Appendix F.*

III—Upper School

ENGLISH COMPOSITION AND RHETORIC.—The Middle School Course continued and extended.

The principles of composition and rhetoric systematically studied.

NOTE.—As in the Middle School, the Debating and Literary Society should supplement the work in this subject.

ENGLISH LITERATURE.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for honour Junior Matriculation into the University of Toronto.

Systematic oral reading of the texts studied in class.

Supplementary reading provided by the pupils themselves or supplied from the school and the public library.

Memorization and recitation of choice selections in prose and poetry prescribed by the Department and of others made by the teacher.

NOTE.—At this stage, the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

MEDIAEVAL AND MODERN HISTORY.—Outline of Mediaeval History from the Barbarian Invasions to the Discovery of America.

Study of Mediaeval History in greater detail from the Discovery of America to the death of Queen Elizabeth, 1492-1603.

Outlines of Modern History from the death of Queen Elizabeth to the Treaty of Paris, 1603-1763.

Study of Modern History in detail, 1763-1885.

The geography relating to the history prescribed.

For the details of the course, see Appendix G.

NOTE.—The subject should be dealt with as in the Middle School, and here in particular the comparative method should be employed, as far as practicable. It is recommended that, in connection with English Composition, each pupil should select one or more historical topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.

ALGEBRA.—The course of the Middle School reviewed and extended.

Theory of divisors.

Ratio, proportion, and variation.

Progressions.

Scales of notation.

Permutations and combinations.

Binominal theorem.

Interest forms, annuities, and sinking funds.

GEOMETRY.—The Course in Geometry of the Middle School reviewed and continued.

An introductory course in Co-ordinate Geometry of the point, the straight line, and the circle.

For the details of the course, see Appendix A.

TRIGONOMETRY.—The Trigonometrical ratios with their relations to one another; sines, etc., of the sum and difference of angles, with deduced formulæ.

Use of Logarithms.

Solution of triangles.

Expression for the area of triangles.

Radii of circumscribed, inscribed, and escribed circles.

LATIN AND GREEK.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

FRENCH AND GERMAN.—The course of the Middle School in grammar and composition continued.

The special study of the authors prescribed for honour Junior Matriculation into the University of Toronto.

Sight work.

PHYSICS. *Mechanics*.—Measurement of velocity; uniformly accelerated rectilinear motion; momentum; energy, force; metric units of force, work, energy, and power.

Equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

Properties of matter.—An experimental course illustrating the following topics:

Transmutation of energy; conservation of energy; kinetic theory of matter; heat, a mode of motion; absolute temperature; mechanical equivalent of heat.

Fluid pressure at a point, pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure and resultant horizontal pressure, when liquid is under air pressure and when it is not; transmission of pressure; Bramah press; calculations relating to the preceding.

The siphon.

Surface tension phenomena; surface energy illustrated with applications to filtration, dyeing, and agricultural problems.

Flow of fluids—Torricelli's theorem, Bernouilli's theorem; variation of pressure with velocity of flow of liquid, with application to atomizers, Bunsen filter pumps, forced draughts, ball nozzles, and curves of a baseball or golf ball.

. CHEMISTRY.—An experimental course defined as follows:

Chemical theory of the Middle School reviewed and continued; chemical equilibrium.

The practical study of the following elements, with their most characteristic compounds, having regard to Mendelejeff's classification of the elements, and some of the most important economic and industrial applications:

Hydrogen, Sodium, Potassium, Magnesium, Zinc, Calcium, Strontium, Barium, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Iron, Copper.

MINERALOGY.—An experimental course defined as follows:—

A review of the course in Geology included in the Lower School second year course in Geography.

General chemical composition of the earth's crust.

Meaning of term mineral; crystalline state of matter; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore.

The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivine, studied from hand specimens.

Examination of hand specimens of the following rocks:

Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt.

Aqueous—Sandstone, Conglomerate, Shale, Limestone.

Metamorphic—Marble, Gneiss, Slate, Schists.

Veins—kinds, how formed, how filled.

Determination of the following with the aid of simple mineral tables:

Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrences of gold, silver, coal.

Chief deposits of economic minerals in Canada.

NOTES: 1.—Many of the minerals in the above list can be found in any well-developed gravel pit or stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighbourhood of the school for the purpose of obtaining them and observing the geological formations.

2.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

BIOLOGY.—*Zoology*: Practical study of the external form of all types, and the dissection or the study of prepared specimens (or models), as specified below. Observational drawings are essential.

An elementary knowledge of the chief functions of the body—nutrition, irritability, motility, excretion, reproduction—and of the mode of life and the life history of the various types.

Study of the principles of classification in any one group, and recognition of the commonest forms in all.

The Frog: Practical study of the external features; skeleton; visceral dissection; central nervous system; action of a typical muscle. Practical study of a cross-section for arrangement of organ systems. Observation of external features of development.

The Fish: Practical study of the external form; chief visceral organs; circulation and respiration; comparison with frog as to organs of locomotion, circulation, and respiration.

The Reptile: Practical study of the external form of a snake and a turtle. Comparison with a lizard.

The Bird: Practical study of the external form, plumage, and skeleton of some common bird. Adaptations to flight. Modification of bill and foot, in so far as they are of value in distinguishing the different chief types.

The Mammal: Practical study of the chief features of the skeleton, the visceral organs, and the chief divisions of the brain of a rabbit or a cat. Major characteristics of mammalian dentition and foot structure, as illustrated by the pig, horse, sheep, rabbit, dog, mole, and bat.

The Worm: Practical study of the external features, and dissection of the earth-worm. Study of cross-section for arrangement of chief organ systems only.

The Arthropod: Practical study of the external form of the crayfish, including segmentation and appendages. Comparison of the external form of the crayfish, grasshopper (or cricket), millipede, and spider.

The Mollusc: Practical study of the external form, and mode of locomotion and respiration, of the fresh-water clam; comparison in these respects with the snail.

The Protozoan: A practical study of the living amœba or paramœcium.

NOTE.—Dissection of at least the Frog and the Earth-worm by the pupil will be required. In other cases, prepared specimens or models may be used. Cross-sections will be studied with the low power microscope.

BOTANY: General types of the great natural groups of plants; classification.

Morphology: Morphology of seed, root, stem, leaf, flower, and fruit. A study of the cellular structure of the leaf and of the relative arrangement of the more important tissues and tissue-systems of the stem and root (as shown by sections) of bean and maize, or of any other typical dicotyledon and monocotyledon.

Physiology: Practical studies of absorption (osmosis), plasmolysis, transpiration, photosynthesis, respiration, irritability (e.g., heliotropism), growth and movement. An elementary knowledge of the phenomena of fertilization and reproduction.

Ecology: Modifications of organs for special functions. Seed dispersal. light relations. Pollination and adaptations for cross-pollination. Plant associations, e.g., mesophytes, hydrophytes, xerophytes.

Cryptogams: The practical study of representatives of the chief subdivisions of the cryptogams; spirogyra, chara, a mushroom, a lichen, a liverwort, a moss, a horsetail, a clubmoss, and a fern. Distribution and economic importance of yeasts and bacteria. Microscopic structure of the yeast cell; reproduction by budding. Macroscopic observation of a bacterial colony.

Phanerogams: The practical study of representatives of the seed plants of the locality, including at least one member of each of the following orders:

Coniferae, Caryophyllaceae, Ranunculaceae, Cruciferae, Rosaceae, Leguminosae, Spindaceae, Umbelliferae, Ericaceae, Labiatae, Scrophulariaceae, Boraginaceae, Compositae, Gramineae (so far as the structure of the flower and stem is concerned), Liliaceae.

NOTE.—As form becomes intelligible only in the light of a knowledge of function and adaptation, it is advisable that the physiological and ecological studies should be taken up in appropriate connection with the morphological. It is also to be emphasized that the making of faithful and neat records of observations is a most important adjunct. In many cases, these should be expressed as drawings, but it should be borne in mind that drawing loses much of its value as an educative factor unless there be an insistence on absolute accuracy and the careful naming of all the features represented. **Judgment** should, therefore, be exercised in requiring no more than can be done well.

Commercial Courses

16. (1) One or more Book-keeping and Business Papers, Writing, Short-hand, and Typewriting may be taken as subjects in addition to those included in the courses provided under Regulation 9 (3). A Commercial Course, however, consists of subjects which are especially suitable as a preparation for business life; and all or most of them must be taught apart from the subjects of the other courses, either in the same or in a different school.

(2) Such Commercial courses, whether of one or two years, may be taken up in urban Continuation Schools, Grades A and B, and are, by The Industrial Education Act, now under the control of the Advisory Commercial Committee. Subject to the approval of the Minister and the Board, this committee has power to prescribe the Commercial courses for its school and to provide for examinations and diplomas.

(3) As a basis for organizing suitable Commercial courses, suggestive courses are given below.

(a) For admission to any of the Commercial Courses, pupils must have been duly admitted according to the High School Regulations.

(b) The Regulations relating to Religious Exercises and Instruction, Morals and Manners, and Physical Culture, apply also to the Commercial Courses.

SUGGESTIVE COURSES

First Year.

ENGLISH LITERATURE: The course of the Lower School.

READING: The course of the Lower School.

GRAMMAR AND COMPOSITION: The courses for the first year of the Lower School.

The arrangement, punctuation, and form of letters of introduction, application, and invitation; advertisements, notices, orders.

The spelling of words in common use, commercial terms, common geographical names, names of noted persons.

HISTORY: The leading events of British and Canadian history (the Public School Histories).

The influence of geographical conditions upon political, commercial, and industrial development.

GEOGRAPHY: The principles and conditions underlying Commercial Geography: Soil and climate and their effect on production; seas, mountains, and rivers and their effect on production, communication, transportation; the distribution of population; agricultural, manufacturing and commercial countries. The application of the principles to the continent of North America.

ARITHMETIC: Review of elementary work.

Percentage and its application to loss and gain, trade discount, commission, stocks, insurance, taxes, duties, interest, and discount.

Elementary mensuration.

A systematic drill on number combinations, with some attention to short cuts and approximate methods.

ALGEBRA: The course of the Lower School.

WRITING: Special attention to position and movement. The formation of a graceful business hand.

(1) BOOK-KEEPING AND BUSINESS PAPERS: Simple business forms; receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, endorsement and consequent liability.

Double and Single Entry, involving the use of Journal, Cash Book, Invoice Book, Sales Book, Bill Book, Ledger.

Financial statements, closing the ledger, changing from Single to Double Entry.

(2) **SHORTHAND:** A course in Isaac Pitman's Shorthand.

Both or either: (1) Book-keeping and Business Papers and (2) Shorthand might be taken, with any of the following in addition:

- (a) Drawing: The course of the Lower School.
- (b) French or German: Studied with a view to use in reading and in speech.
- (c) Science: Elementary work, as a basis for the study of commerce.

Second Year.

ENGLISH LITERATURE: The course of the Lower School continued.

COMPOSITION: The course of the First Year continued.

HISTORY: Outline of British and Canadian History, with special attention to the period from 1688 to the present.

The elements of the civil government of Britain and Canada, and the duties of citizenship.

GEOGRAPHY: The raw materials, processes of preparation or manufacture of the principal materials of commerce and the products, including foodstuffs, textile fabrics, building material, and material for use in the arts.

NOTE.—For the proper development of this course, a museum of commercial products and lantern slides or mounted photographs for purposes of further illustration are very desirable.

ARITHMETIC: The course of the First Year reviewed and extended.

Trade discounts, banking operations, analysis of trading and profit and loss accounts, simple partnership problems, compound interest.

WRITING: The course of the First Year continued.

(1) **BOOK-KEEPING AND BUSINESS LAW:** Use of special columns in books of original entry. Partnership and the sharing of profits by different method. Commission business. Banking transactions: Deposits, withdrawals, discounts, collections. Freight, duty, discount, and bad debts accounts. Division of merchandise and expense accounts into various subordinate accounts. Trading account, profit and loss account, and balance sheet, with percentage calculations.

(2) **SHORTHAND AND TYPEWRITING:** Speed of 80-100 words a minute.

The touch method; letter writing; addressing envelopes, postcards, and wrappers: legal forms. Transcription of shorthand on the typewriter.

Contracts, negotiable paper, payments, partnership.

Both or either: (1) Book-keeping and Business Papers and (2) Shorthand might be taken, with any of the following in addition:

- (a) Drawing: Mechanical Drawing.
- (b) French or German: Course of First Year continued.
- (c) Science: Elementary Chemistry, for later use in the study of material.

GRADUATION DIPLOMAS

17.—(1) Graduation Diplomas may be awarded to pupils whose conduct has been satisfactory, and who have completed the prescribed courses, as follows:

(a) A Junior Diploma, for a General Course of four years, the course for admission to the Normal Schools, the Junior Matriculation Course for admission to the Universities, or a Commercial Course of at least two years.

(b) A Senior Diploma, for admission to the Faculties of Education, or a Junior Matriculation course for admission to the Universities with at least second class honours in any two of Classics, Mathematics, Science, French and German, English and History.

(2) Each Graduation Diploma shall specify the course the candidate has taken.

(3) For the Commercial Diploma, the examination shall be conducted by the staffs of the schools and any other examiners appointed by the Advisory Commercial Committee.

(4) For the other Diplomas, the Boards may hold their own examinations or may accept as equivalents the University or the Departmental examinations.

(5) All Diplomas shall be signed by the Chairman of the Board of Trustees and the Principal of the School. On the report of the Continuation School Inspectors, the Senior Diplomas may be signed also by the Minister, on application of the Boards concerned.

NOTE.—The forms for the Graduation Diplomas will be provided by the Minister.

INSPECTION

18.—(1) (a) Every Continuation School Inspector, while officially visiting a school shall have supreme authority in the school, and may direct teachers and pupils in regard to discipline or to any or all of the exercises of the schoolroom.

(b) He shall make enquiry and examination, in such manner as he may think proper, into the qualifications and the efficiency of the staff, the adequacy and the suitability of accommodations and equipment of the school, and all matters affecting the progress and the health and comfort of the pupils.

(c) He shall report to the Minister of Education, with his recommendations, the result of his enquiry and examination, within ten days after the close thereof, and shall also from time to time report any violation of the Schools Act or the Regulations of the Department of Education in the case of the schools for which he is inspector.

(d) He shall notify the Public or the Separate School Inspector, as the case may be, of the date of his proposed visit to a school.

(2) The following schedule prescribes the number of days to be devoted, as far as practicable, by the Inspector to each class of school:

	No. of days
Grade C	1
Grade B	2
Grade A	2½

DISTRIBUTION OF LEGISLATIVE GRANTS

19.—(1) (a) The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

(b) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School grant shall be expended on the salaries and equipment of said School alone.

(c) A financial statement shall be submitted by each Board to the Minister of Education on or before January 15th of each year, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require.

2 (a) Continuation Schools shall not share in the General or the Special Legislative Grants to Public and Separate Schools.

(b) No Continuation School established after December 31st, 1909, shall be entitled to more than the maximum Legislative Grant for a Continuation School with two teachers.

NOTE.—It is not the policy of the Department to approve of the maintenance or establishment of Continuation Schools with more than two teachers. Localities able to maintain such schools should establish them under *The High Schools Act*.

(c) The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School in the Districts shall be twice the total of the sums apportioned on the different bases set forth below in the case of each grade in the organized counties.

20. The following is the scheme for the distribution of the General Legislative Grants:

Fixed Grants

1. For Grade C.

(i) When the equivalent of the time of one teacher is given to the work \$100.00

(ii) When the whole time of one teacher and at least one-half the time of an assistant teacher is given to the work 150.00

2. For Grade B 200.00

3. For Grade A 300.00

On Salaries

1. (i) For grade C, twenty-five per cent. of the excess of the Principal's salary over \$400; Maximum Grant, \$150; and

(ii) of the excess of the assistant's salary over \$200; Maximum Grant, \$75.

(iii) No Grant will be made on the salary of an assistant teacher unless he devotes at least half his whole time to the work of the Continuation School.

2. For Grade B, twenty-five per cent. of the excess of the two teachers' salaries over \$800; Maximum Grant, \$300.

3. For Grade A, twenty per cent. of the three teachers' salaries over \$1,500; Maximum Grant, \$350.

Accommodations

GRADE C SCHOOLS

Grade	Closets	Water supply	School premises	School building	Class-rooms	Assembly hall	Halls	Waiting-rooms	Cap-rooms	Teachers' rooms	Desks	Blackboards	Lighting	Heating	Ventilation
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
I	2 00	1 00	.....	.....	6 00	.....	.....	.....	1 00	1 00	3 50	1 00	1 25	1 25	2 00
II	1 50	75	.....	.....	4 50	.....	.....	.....	75	75	2 75	75	1 00	1 00	1 50
III	1 25	50	.....	.....	3 50	.....	.....	.....	50	50	2 25	50	75	75	1 25
IV	1 00	25	.....	.....	2 75	.....	.....	.....	25	25	1 75	25	50	50	1 00

GRADES A AND B SCHOOLS

I	4 80	2 40	12 00	4 80	19 20	2 40	2 40	2 40	2 40	2 40	7 20	2 40	4 80	4 80	8 00
II	3 60	2 00	10 00	3 60	16 00	2 00	2 00	2 00	2 00	2 00	6 00	2 00	3 60	3 60	6 00
III	2 40	1 60	6 00	2 40	12 80	1 60	1 60	1 60	1 60	1 60	4 80	1 60	2 40	2 40	4 00
IV	1 20	80	3 00	1 20	9 60	1 20	1 20	1 20	1 20	1 20	3 60	1 20	1 20	1 20	2 00

Equipment

Ten per cent. of the approved values, the maximum recognized being as follows:—

(1) For Grade C:

Library	\$300
Scientific apparatus	300
Biological specimens	50
Maps, charts, etc	50
Art models and supplies	50

(2) For Grade B:

Library	\$450
Scientific apparatus	450
Biological specimens	75
Maps, charts, etc.	75
Art models	75
Typewriters	100

(3) For Grade A:

Library	\$600
Scientific apparatus	600
Biological specimens	100
Maps, Charts, etc.	75
Art models	75
Typewriters.	200

SPECIAL GRANTS

21. The following is the scheme for the distribution of the special grants:

Teachers' Certificates

(1) In Grades A, B, and C, \$40, where, in addition to the minimum qualification, the teacher holds the academic qualification of a High School specialist.

(2) In Grades B and C, and in the case of the Assistants in Grade A, \$20, where, in addition to the minimum qualification, the teacher holds a Degree in Arts from a British University.

(3) When the teacher has taught with the certificate specified in (1) and (2) above during the preceding year for less than the year but for at least half a year, half of the above grant shall be paid in each case.

(4) Before the payment of the grant, the status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools.

Middle School Drawing

On the following conditions, a grant of \$50 shall be made by the Department to the Board of a Continuation School, Grade A or B, to be spent in the purchase of pictures for the Schools, and of \$100 to the teacher of the Middle School Course in Art who holds a certificate as Specialist in Art from the Department, and of an additional \$100 if he holds also the diploma of A. O. C. A. from the Ontario College of Art:

(1) The Board shall spend at least \$50 in addition to the Government grant for the purchase of pictures.

(2) The Inspector's report of the equipment, organization, teaching, and the pupils' exhibits of work shall be favourable.

(3) The Course shall extend over at least one school year, and the provision therefor in the time-table shall be at least three periods a week of one hour each, one of which may be taken out of doors for landscape drawing and painting.

(4) The class shall consist of at least six members in regular attendance, who have already completed satisfactorily to the Principal the Lower School Art Course.

Manual Training and Household Science

DAY CLASSES

(1) No grant shall be made for Manual Training unless at least provision has been made for wood-working and the associated drawing; or for Household Science, unless at least provision has been made for sewing, cookery, sanitation, and hygiene.

(2) The Legislative Grants for each centre shall be apportioned as follows:—

(a) An Annual General Grant for Manual Training of \$250 and for Household Science, of \$150.

(b) Twenty per cent. of the annual expenditure for teachers' salaries over \$600, to a maximum of \$200.

(c) (i) For Manual Training, for the first year, 40 per cent. of the value of the equipment to a maximum of \$880; and, for each of the three years following, 20 per cent. to a maximum of \$440.

(ii) For Household Science, for the first year, 40 per cent. of the value of the equipment to a maximum of \$400; and, for each of the three years following, 20 per cent. to a maximum of \$200.

(iii) After the fourth year, an Annual Grant of 10 per cent. of the value of the equipment, to a maximum grant in each year for Manual Training of \$220; and for Household Science, of \$100.

(d) An Annual Grant on the character of the special accommodations for the higher work according to the following schemes of grades:

Manual Training.

	I	II	III	IV
Wood-working and Wood-turning Shop	\$10 00	\$7 50	\$5 00	\$2 50
Forge Shop	10 00	7 50	5 00	2 50
Machine Shop	10 00	7 50	5 00	2 50
Combination Forge and Machine Shop	15 00	11 25	7 50	3 75
Stock Room	5 00	3 75	2 50	1 25
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

Household Science.

	\$10 00	\$7 50	\$5 00	\$2 50
Kitchen	\$10 00	\$7 50	\$5 00	\$2 50
Pantry, Cupboard, and Storeroom	5 00	3 75	2 50	1 25
Dining Room	10 00	7 50	5 00	2 50
Sewing Room	10 00	7 50	5 00	2 50
Teachers' Room	3 00	2 75	1 50	75
Blackboards	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50
Heating	2 00	1 50	1 00	50
Ventilation	2 00	1 50	1 00	50
Cloak Rooms and Lavatories	4 00	3 00	2 00	1 00

(3) (a) In the distribution of the grant for Manual Training, the maximum recognized value of the equipment for the different departments shall be as follows:—

Wood-work, \$500.
 Wood-turning, \$300.
 Forging, \$500.
 Machine Shop Practice, \$800.
 Library, \$100.

(b) In the distribution of the grant for Household Science, the maximum recognized value of the equipment for the different departments shall be as follows:—

Cookery, Sanitation, and Hygiene, \$500.
 Hand and Machine Sewing, \$250.
 Laundry Work, \$150.
 Library, \$100.

(4) When the provision for the higher Manual Training or Household Science is less than the time of one teacher for five hours and a half for each of five days a week, the General Grant under (3) (a) above will be correspondingly decreased; when it is greater, it will be correspondingly increased.

(5) No grant shall be paid on the equipment of a Manual Training or Household Science centre in which there has been no class for more than one year.

(6) When an equipment on which the legislative grant has been paid to its full value remains unused for two years the Minister may direct the transfer of said equipment to one of the other centres in the Province.

NIGHT CLASSES

The Department of Education will pay the following proportions of the total salaries of the staffs of the Household Science and Manual Training Night Classes:—

In cities with population of 150,000 and over, one-third; in other cities, one-half; in towns, two-thirds; and in villages and rural Continuation School centres, five-sixths.

Agriculture

1. LOWER SCHOOL

(a) To the School Board the Minister will pay, on the Director's recommendation, an annual grant not exceeding \$100 when the work is carried on throughout the year; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work. In case the teacher leaves at summer holidays, and the Board is unable to secure a successor holding the proper qualifications, due consideration will be shown, provided an effort is made to have the work of the year completed satisfactorily to the Director.

(b) To the teacher conducting the work satisfactorily throughout the year (January to December) the Minister will pay on the Director's recommendation an annual grant of \$75.00; to a teacher conducting the work only to summer holidays the proportion of the grant will be \$40.00; to the teacher conducting the work for the remainder of the year after summer holidays, the proportion of the grant will be \$30.00. To the teacher who has taken the first year's course leading to the certificate at the Ontario Agricultural College and undertakes to complete the course for the certificate the year following the grant of \$75.00 will be paid, provided the work is carried out satisfactorily throughout the calendar year.

(c) To the School Board which has provided and maintained experimental and demonstration plots as described in the circulars, an additional grant not to exceed \$25.00 will be paid; in no case, however, will the grant exceed the total amount expended by the Board during the calendar year for the work.

(d) To the teacher conducting the experimental and demonstration plots satisfactorily throughout the year for the practical instruction of the pupils and the benefit of the community at large, an additional annual grant of \$25.00 will be paid, with no portion paid for carrying on this work during only part of the year.

(e) When the work is carried out satisfactorily at a school by the County Agricultural Representative instead of by a regular science teacher holding the Intermediate Certificate in Agriculture and Horticulture, he will be paid the grants specified for teachers above. For carrying on the work in additional schools, the Agricultural Representatives will be paid one-half of the regular grant for each.

(f) When an equipment on which the Legislative grant has been paid to its full value remains unused for two years, the Minister may direct the transfer of said equipment to one of the other schools of the Province.

II. MIDDLE SCHOOL

(a) The annual grant to the Board of Trustees shall be a sum not exceeding \$100.00.

(b) The annual grant to the teacher shall be \$75.00 for the full year, or \$40.00 paid for conducting the work up to the end of June and \$30.00 for the remainder of the year.

(c) For conducting experimental and demonstration plots on the school grounds in connection with the class-room and laboratory instruction, an additional grant of \$25.00 shall be paid to the teacher and of \$25.00 to the Board of Trustees.

III. GENERAL PROVISIONS

(a) The grant of \$100.00 made to the School Board for the support of the general work may be spent for the purchase of agricultural or horticultural books or charts or subscriptions to journals on farming, dairying, gardening, bee-keeping, poultry-keeping, etc.; for the purchase of Babcock milk testers, spraying equipment, pruning and grafting appliances, school bee-hives, accessories for handling

bees, incubator and models for poultry equipment, apparatus for soil, bacteriological or chemical experiments; for providing vegetable and flower seed or seed grain required by pupils in their home projects; for printing instruction sheets, announcements regarding plans for work, competitions, etc.; for meeting the expenses of the teachers or committee acting with the teacher in the supervision of the work; and for such other purposes as may be approved by the Minister.

(b) The grant of \$25.00 made to the School Board for the special support of the experimental and demonstration plots at or in connection with the school may be spent for the preparation of the ground by manuring, cultivating or draining; for the rental or leasing of additional land adjacent to the school grounds; for the purchase of equipment such as tools, lines, labels, hot bed, cold frame or such other things as may be needed in carrying out the experiments; for the purchase of fertilizers or of planting material such as seeds, roots, bulbs, seedling trees or shrubs, or cuttings to be used in experiments or demonstrations; for the expense of caring for the plots during the summer holidays; and for such other purposes as may be approved by the Minister.

CONTINGENCY OF GRANTS

22.—(1) If in any year the amount voted by the Legislature for any of the above services is insufficient to pay the grants in full, or if there is a balance over, the Minister may make a *pro rata* reduction or increase.

(2) On the report of the Inspector or Director that the equipment or the accommodations of a Continuation School are inadequate or unsuitable, or that one or more members of the staff are inefficient or not legally qualified, such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister may deem expedient.

AUTHORIZED TEXT-BOOKS

1. As specified therein, the text-books listed in Schedule A below, and the accompanying Blank Books listed in B below, shall be authorized for use in the Continuation Schools. In Schedule C are listed the manuals provided for Teachers' use and for school libraries.

2. The publishers shall sell direct, in any quantity, to any purchaser for use in Ontario, the books listed in Schedules A and B below, at 20 per cent. less than the maximum prices named in the aforesaid schedules.

3. On the recommendation of the Principal, Supplementary Reading, as prescribed in the School Courses of Study and sufficient for the number of pupils concerned, shall be provided from time to time in the school library by the Board of School Trustees or purchased by the pupils, as the Board may determine.

4. The four books in English Literature to be read by the candidates in preparation for a Departmental Examination, as prescribed by the Regulations, shall be purchased by the pupils concerned or provided for their use in the school library by the Board of School Trustees, as the Board may determine.

5. No text-books are authorized in Art, Biology, Agriculture, Manual Training, or Household Science. These subjects will be taken up under the teacher, in accordance with the School Courses of Study, with suitable reference books provided in the school library by the Board of School Trustees and approved by the Inspector.

6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Sunday School Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education.

7. The edition of the High School French Grammar which was used in any school during the school year ending the thirtieth of June, 1913, and the continued use of which was recommended by resolution of the Board of School Trustees passed on or before the reopening of the schools in September, 1913, and communicated promptly thereafter to the Minister of Education, shall be deemed authorized for any of the classes of such school at the former maximum price, until the first of July, 1915. In all other cases only the text-books may be used which are authorized herein.

8. The Principal shall submit to the Inspector at his official visit a copy of the resolution provided for in 7 above and 10 below, duly dated and certified by the Secretary of the Board of School Trustees.

SCHEDULE A

9. Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of the Continuation Schools.

10. For the Upper School, and, except in Book-keeping, for more advanced work than the First Year Course in the Commercial Departments of Continuation Schools, any books may be used which have been recommended by the Principal and approved by resolution of the Board of School Trustees. If no change has been made since the passing of this resolution, another resolution is not necessary.

11. Any edition of the Literature texts in English, French, or German prescribed for the examinations of the Department of Education or for Matriculation into the University of Toronto, may be used in the schools with the approval of the Principal, but no annotated edition of such texts used in the Lower and Middle Schools shall cost more than 25 cents.

12. Boards of School Trustees shall provide in the school library a supply of the High School Flora, or of other Floras, and of the authorized Laboratory Manuals in Chemistry and Physics sufficient for class use by the pupils, who shall not be required to buy them.

13. The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

English:

Ontario High School Reader. (<i>Revised Edition</i> of The Principles and Practice of Oral Reading) The Canada Publishing Co., Ltd.	\$0.40
Ontario High School English Grammar. (<i>Revised Edition.</i>) The Canada Publishing Co., Ltd. ....	.45
Ontario High School English Composition. The Copp, Clark Co., Ltd. ....	.18

History and Geography:

Ontario High School Physical Geography. The Macmillan Co. of Canada, Ltd. ....	.60
Ontario School Geography. Educational Book Company of Toronto, Ltd. ....	.65
Ontario High School Ancient History. The Macmillan Company of Canada, Ltd. ....	.75
Ontario High School History of England. (<i>Revised Edition</i> of Wrong's The British Nation.) The Macmillan Company of Canada, Ltd. ....	.65
Ontario High School History of Canada. (<i>Ready before the close of 1913. Price to be announced later.</i>)	

Mathematics:

Ontario High School Arithmetic. (<i>Revised Edition.</i>) The Hunter-Rose Company, Ltd. ....	.40
Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. ....	.50
Ontario High School Geometry. The Copp, Clark Co., Ltd. ....	.40

Classics:

Ontario High School Latin Book. Educational Book Company of Toronto, Ltd.	\$0.60
White's First Greek Book. (<i>Authorized until further notice. Supplied by The Copp, Clark Co., Ltd.</i>)	1.25

Moderns:

Ontario High School French Grammar. (<i>Authorized June, 1913</i>) The Copp, Clark Co., Ltd. . . . .	.60
Ontario High School French Reader. The T. Eaton Co., Ltd. . . . .	.11
High School German Grammar. (<i>New Edition</i>) The Copp, Clark Co., Ltd. . . . .	.70
Ontario High School German Reader. William Briggs . . . . .	.13

Science:

Ontario High School Physics. The Copp, Clark Co., Ltd. . . . .	.90
Ontario High School Laboratory Manual in Physics. The Copp, Clark Co., Ltd. . . . .	.35
Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. . . . .	.40
Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. . . . .	.20

Book-keeping:

Ontario School Book-keeping—First Course. Educational Book Company of Toronto, Ltd. . . . .	.30
Ontario School Book-keeping—Second Course. Educational Book Company of Toronto, Ltd. (<i>Authorized for the second and subsequent years of the Course in Book-keeping</i>)	1.00

Writing:

Ontario Writing Course05
----------------------------------	-----

SCHEDULE B**Blank Books**

*Ontario School Book-keeping Blank. Educational Book Company of Toronto, Ltd. . . . .	.12
*Ontario Pupils' Outfit in Business Papers. Educational Book Company, Ltd., Toronto . . . . .	.08
Ontario Blank Copy Books. E. H. Harcourt Co., Limited . . . . .	.02
Ontario Blank Drawing Book, No. 2. W. J. Gage and Co., Ltd. . . . .	.05

SCHEDULE C**Teachers' Manuals**

The Department is publishing Manuals for Teachers dealing with methodology and containing supplementary material for their use in class. These Manuals are distributed free amongst the school libraries, and teachers may obtain copies at the prices indicated. The following are already listed:

A Manual of Suggestions for Teachers of Science, 50 cents.

A Manual of English Composition, 15 cents.

*The two Blanks may be obtained in one packet at 20 cents.

Special Notice to Teachers and School Boards

14. (1) The teacher himself may use any book, pamphlet, or magazine he wishes in preparing the lesson for his class; but he has no authority to use as text-books in his class-teaching any other publications than those whose use is authorized above, or which are listed in the catalogue of the school library with the approval of the Inspector. Nor can Notes on History, Geography, etc., School Helps, School and Home, or similar publications be used by his pupils in their work at school; and neither the teacher nor the board has any authority to require or induce pupils to buy any of such prohibited books, pamphlets, magazines, Notes, School Helps, School and Home, or other similar publications.

(2) A teacher shall not use or permit to be used as a text-book in a continuation school any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any continuation school in which any unauthorized book is so used. See also *The Public Schools Act*, Section 112, and *The Separate Schools Act*, Section 92.

TEACHERS' INSTITUTES

I. STATUTORY PROVISIONS

(Section 87 of the Public Schools Act as Amended in 1912.)

1. Subject to the Regulations, teachers may organize themselves into Teachers' Institutes for the purpose of receiving instruction in methods of teaching and for discussing educational methods.

2. The Minister may out of any moneys appropriated for that purpose apportion \$25 to each Teachers' Institute so organized and conducted according to the Regulations, where the number of teachers in the Inspectorate or united Inspectorate is 100 or less, and where it is more than 100, \$25 for each additional 100 or portion thereof, and the council of each county, city, or separated town, or town in territory without county organization, shall pay annually to the president of each Teachers' Institute established within such county, city, or town, a sum at least equal to the amount so apportioned.

If the teachers in an inspectorate composed of a city and part of a county, are united in one Teachers' Institute, the corporation of each municipality shall pay its share of the Legislative grant in the proportion that the number of teachers in each inspectorate bears to the total number of teachers in the combined inspectorates.

3. In territory without county organization, the Minister may apportion \$50 to each Teachers' Institute where there is no city or town council liable for such contribution.

II. DEPARTMENTAL REGULATIONS

1. On the report of the Inspector or the Inspectors, as the case may be, and with the approval of the Minister of Education:—

(1) The teachers of an Inspectorate may organize themselves into one or more Institutes; and

(2) The teachers of two or more Inspectorates may organize themselves into one Institute.

2.—(1) The officers of an Institute shall be a President, a Vice-President, a Treasurer and a Secretary or a Secretary-Treasurer, and when necessary a Librarian.

(2) The President, the Vice-President, the immediate Past-President, and the Inspector or Inspectors, as the case may be, together with not more than six other members to be chosen annually in whatever manner the members of the Institute may decide, shall constitute the Executive Committee.

(3) In addition to the powers and duties assigned herewith to the Executive Committee it shall have such other powers and perform such other duties as the Institute may assign to it.

(4) The Institute may also appoint committees for special purposes.

3.—(1) Each Institute shall hold at least one annual meeting on a Thursday and a Friday at a centre to be determined by the Executive Committee. When a lecturer is provided by the Department of Education, the latter will fix the dates of the meetings. In other cases they shall be fixed by the Executive Committee of the Institute.

(2) Each Institute shall hold two day sessions each day and one evening session, the length of each to be determined by the Executive Committee.

(3) Additional evening meetings and, when permitted by the Board of School Trustees concerned, additional day meetings on school days may also be held throughout the year as may be arranged for by the Executive Committee.

NOTE.—In some localities where there are graded Schools the Boards authorize the closing of the Schools after 2.30 or 3 on certain days.

(4) In cities where more than one Institute have been established, the members of the different Institutes shall attend in one body an evening meeting, and at least one day session at which may be discussed matters of interest to all the teachers of the city. The arrangements for such meetings shall be made by joint action of the Executive Committees and the Presiding Officer and the Secretary of the combined meetings shall be the President and the Secretary who have had longest experience as educationalists.

(5) In Institutes consisting of the teachers of more than one municipality one or more of the day sessions and an evening session may be held at the discretion and under the direction of the Inspector at some school or schools or other suitable building or buildings in each of the municipalities.

(6) The members of an Institute may meet in one body or in Grade sections as may be determined from time to time by the Executive Committee, with such organization in the case of Grade Sections, as may be determined by the members thereof.

4.—(1) The Public School, the lay Roman Catholic Separate School, and the Continuation School Grade C teachers, whose schools are situated within the Inspectorate or Inspectorates constituting an Institute shall become members thereof and shall attend all the meetings promptly and regularly.

(2) Registration as members of, and attendance at, an Institute on the part of teachers of Roman Catholic Separate Schools who are members of Religious Orders are optional, but are strongly recommended by the Minister of Education.

(3) During the attendance of teachers who become members of an Institute their schools or their classes, as the case may be, shall be closed.

(4) Attendance is optional on the part of the teachers of High Schools, Collegiate Institutes, and Continuation Schools, Grades A and B, but attendance is strongly recommended by the Minister of Education. The Principals of such schools may close one or more of the school grades for all or part of the time of the Institute meetings to allow the staff or members thereof to take part in the business, and the teachers so set free shall attend the meetings under the same conditions as the ordinary members.

5. For reasons satisfactory to the Inspector—

(1) A teacher may be excused from attending all or any of the meetings of the Institute.

(2) A teacher may attend the Institute meeting of an adjoining Inspectorate in lieu of the meeting of the Institute to which he would properly belong.

6.—(1) It shall be the duty of the teacher who absents himself from any of the sessions of the Institute, or from any part thereof, to report to his Inspector such absence with the reason therefor.

(2) It shall be the duty of the Inspector concerned—

(a) To take such measures to secure prompt and regular attendance during the meeting of the Institute as may, in his judgment, appear to be necessary; and

(b) To report to their respective School Boards, and, when in his judgment necessary, to the Minister of Education, teachers who, for reasons unsatisfactory to the Inspector, have absented themselves from any part of the day or evening sessions or who have not complied with the provisions of (1) above, and to take such other steps as may appear to him to be desirable.

NOTE.—The Institutes are maintained for the professional improvement of teachers. To this end the schools are closed for two days, grants are made by the Legislature and the municipalities, and free instruction is provided by Departmental lecturers. Accordingly, teachers owe it to the public and to themselves to take full advantage of the opportunities thus offered by diligent application to the work of the Institute and prompt and continuous attendance at its meetings.

7.—(1) The programme of the work to be taken up by the Institute shall be prepared by the Executive Committee.

(2) The programme shall be sent at least two weeks before the day of the meeting to the members of the Institute, the Boards of Trustees employing them, and the Minister of Education.

NOTE.—As heretofore the Department will continue to supply a lecturer, but the responsibility for the efficiency and success of the Institute devolves upon the members, who should construct a programme that will be both instructive and interesting, having due regard to the object of the Institute as set forth in the section of the Statute quoted above.

8. With the approval of the Minister the Executive of an Institute may substitute for all or part of the annual meeting a visit of inspection by the members of the Institute to other schools or institutions of an educational character.

9. An Annual membership fee, not exceeding one dollar, may be fixed by the Institute. The fee when so fixed shall be compulsory and shall be paid on or before the first day of the Institute meetings. Only members who have paid it shall be eligible for office or entitled to vote.

10. The Legislative grant and its municipal equivalent and any other receipts shall be used in defraying the necessary expenses of conducting the Institute. These expenses may include the payment of special lecturers, the whole or part of the cost of a professional magazine for each member, and the provision of one or more professional libraries for the use of the members.

11.—(1) Two auditors shall be appointed annually by the members of the Institute at their annual meeting.

(2) There shall be sent not later than December 31st of each year to the Minister of Education and to the Council or the Board, as the case may be, of the body providing the equivalent of the Legislative grant:

(a) A report of the total registered attendance and the total number of teachers of each class eligible for membership, computed under 4 above; and

(b) A report in detail of the receipts and expenditure for the preceding year, with a copy of the report of the auditors as adopted by the Institute.

12. It is desirable that each Institute should appoint at least one of its members to represent it at the next ensuing meeting of the Ontario Educational Association.

13. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers for carrying out the provisions of the foregoing regulations.

REPEAL OF REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

Appendices

APPENDIX A

COURSES IN GEOMETRY

Following are details of the courses in Geometry:

I. Lower School

A—Constructions

To construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilineal angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

To find the locus of a point equidistant from two given lines.

To find the locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

A.—Theorems

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of a triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal respectively to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, prove the relations between the angles formed, with converses.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

II. Middle School

A—Constructions

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle to cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres touching two given lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of given shape and size.

B—Theorems

Parallelograms on the same base, or on equal bases, and between the same parallels, are equal.

Triangles on the same base, or on equal bases, and between the same parallels are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Find expressions for area of a parallelogram, and area of a triangle.

The complements of the parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides + twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and the chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angle in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle; in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius to the point of contact; only one tangent can be drawn at a given point; the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres pass through the point of contact.

The angles which a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If $OA \cdot OB = OC^2$, OC is a tangent to the circle through A , B , and C .

Triangles of the same altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with converse.

If the vertical angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If two triangles have an angle in each equal, and the sides about two other angles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from the right-angle of a right-angled triangle on the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure of the first to the similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

NOTE.—In the formal deductive geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

Upper School

Following are the details of the course in Geometry prescribed for the Upper School of the High Schools.

A

Exercises on the course prescribed for the Middle School, with special reference to the following topics—Loci; Maxima and Minima; The System of Inscribed, Escribed and Circumscribed Circles of a Triangle with metrical relations; Radical Axis.

B—Synthetic Geometry

The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilineal figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If $A B C$ be a triangle, and A be joined to a point P of the base such that $B P : P C = m : n$, then $n A B^2 + m A C^2 = (m + n) A P^2 + n B P^2 + m P C^2$.

In a right-angled triangle the rectilineal figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides $B C$, $C A$, $A B$, of a triangle $A B C$ in D , E , F respectively, then $B D \cdot C E \cdot A F = D C \cdot E A \cdot F B$, and conversely. (Menelaus' Theorem.)

If straight lines through the angular points A , B , C of a triangle are concurrent, and intersect the opposite sides in D , E , F respectively, then $B D \cdot C E \cdot A F = D C \cdot E A \cdot F B$, and conversely. (Ceva's Theorem.)

If a point A lie on the polar of a point B with respect to a circle, then B lies on polar of A .

Any straight line which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

C—Elementary Analytical Geometry

Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates,—origin changed, or axes (rectangular) turned through a given angle.

$$\pm 2A = x_1(y_2 - y_3) + \dots + \dots$$

Co-ordinates of point dividing line joining $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$, in ratio $m : n$ are

$$x = \frac{mx_2 + nx_1}{m+n}, \quad y = \frac{my_2 + ny_1}{m+n}.$$

$$(P_1P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$$

Equations of straight lines.

$$\left. \begin{aligned} \frac{x - x_1}{x_1 - x_2} &= \frac{y - y_1}{y_1 - y_2} \\ \frac{x}{a} + \frac{y}{b} &= 1. \end{aligned} \right\} \begin{array}{l} \text{Line defined by two points} \\ \text{through which it passes.} \end{array}$$

$$\left. \begin{aligned} \frac{x - a}{\cos \theta} &= \frac{y - b}{\sin \theta} = r. \\ y &= mx + b. \\ y &= m(x - a). \end{aligned} \right\} \begin{array}{l} \text{Line defined by one point} \\ \text{through which it passes} \\ \text{and by its direction.} \end{array}$$

$$x \cos \alpha + y \sin \alpha = p.$$

General equation of 1st degree, $Ax + By + C = 0$, represents a straight line.

Any line through (x_1, y_1) is

$$A(x - x_1) + B(y - y_1) = 0.$$

If θ be angle between $Ax + By + C = 0$ and $A'x + B'y + C' = 0$, then

$$\tan \theta = \frac{A'B - AB'}{AA' + BB'}.$$

Condition of \perp rity, $AA' + BB' = 0$.

Condition of \parallel ism, $\frac{A}{A'} = \frac{B}{B'}.$

Distance from (a, b) to $Ax + By + C = 0$, in direction whose direction cosines are (l, m) , is

$$-\frac{Aa + Bb + C}{Al + Bm}.$$

[\perp distance from (a, b) on $Ax + By + C = 0$,

$$\pm \frac{Aa + Bb + C}{\sqrt{A^2 + B^2}}.$$

THE CIRCLE—

Equations in forms :

$$x^2 + y^2 = r^2.$$

$$(x - a)^2 + (y - b)^2 = r^2.$$

$$y^2 = 2rx - x^2.$$

General equation $x^2 + y^2 + 2Ax + 2By + C = 0$

or $(x + A)^2 + (y + B)^2 = A^2 + B^2 - C$

represents a circle with centre $(-A, -B)$ and radius $\sqrt{A^2 + B^2 - C}$.

Tangent at (x', y') to $x^2 + y^2 = r^2$ is $xx' + yy' = r^2$.

Normal is $\frac{x}{x'} = \frac{y}{y'}$.

Tangent in form $y = mx \pm r\sqrt{1 + m^2}$.

Pole being (x', y') , polar is $xx' + yy' = r^2$.

If pole move along a line, polar turns about pole of that line.

Square of tangent from (x', y') to $x^2 + y^2 + 2Ax + 2By + C = 0$

$$\text{is } x'^2 + y'^2 + 2Ax' + 2By' + C.$$

Radical axis of $x^2 + y^2 + 2Ax + 2By + C = 0,$

$$x^2 + y^2 + 2A'x + 2B'y + C' = 0.$$

Easy exercises on the preceding propositions.

APPENDIX B

ELEMENTARY SCIENCE

Zoology

The General Scope of the Work in Zoology is as follows:

Indoor Study of Living Animals: The teacher's immediate responsibility lies in the laboratory work which embodies simple morphological studies of common forms, representing the chief animal types. These studies must, wherever possible, be supplemented or preceded by observation on living specimens. For this purpose, provision will be needed for suitable aquaria and vivaria, where the moving, breathing, and feeding of the living animals may be within ready view of the pupils. Moreover, these morphological studies are not to end in the study of form; behind the observation of the form there must be a constant effort to interpret the meaning of the form, to show the relation of form and function.

Charts and models are not to be substituted for actual specimens.

Outdoor work, which will of necessity vary with the locality, must be carried on to a very large extent without the teacher's direct supervision. But the teacher should encourage and direct the pupils, devoting a fair portion of the time of the class to discussions and reports on their independent work. Arrangements should be made for field excursions on suitable occasions. The outdoor observations should be separately recorded by the pupils.

School Museum: For progress in the natural history side of the subject, collections of specimens of the local fauna will have to be made. The school museum should be a thing of gradual growth, and great care should be taken in the selection of the material. As occasion offers, it should be provided with specimens of local fish, frogs, reptiles, birds, insects, etc.

FIRST YEAR

September and October.

Invertebrates.—Class study of a grasshopper, a spider, a centipede.

1. Comparison of a grasshopper with a cricket or cockroach, leading to the recognition of the order Orthoptera.

2. Study of a butterfly and a house-fly with observations on their habits and habitats; feeding and development of a butterfly.

Vertebrates.—Birds: Study of the external characteristics of a domestic fowl, pigeon or other common bird; instructions regarding the protection of birds by law. Comparison of the bills and feet of different types of the birds of Ontario.

For Winter: Observation of the Winter birds, their feeding habits, their dangers and modes of protection.

April, May and June.

Invertebrates.—Class study of the fresh water clam and the earth-worm.

Observations on the mosquito, the prevalence of its larvae in wet places and their destruction by kerosene.

Vertebrates.—Fishes: Study of the external characteristics of a common fish. Structure of the gills and the manner of breathing.

Amphibians: Study of the external characters of a common frog; of its development from the egg. Economic importance of frogs and toads. Feeding habits of a common fish and the frog or toad.

Migration of birds. Identification of twelve common birds; sufficient description for this purpose to be recorded.

A collection of insects to be made in the first year.

SECOND YEAR

September and October

Invertebrates.—Study of the life-history, habits, and methods of feeding of six beneficial or injurious insects (some of each); methods of combating the attacks of the injurious forms.

Vertebrates.—Mammals: Study of the external characteristics of a cat, dog, or rabbit; chief characters of the skeleton of a mammal, such as a cat. Recognition of the common wild mammals of the locality, and observations on their habits, including Winter habits.

April, May, and June.

Invertebrates: Class study of the external characteristics of a crayfish and a word louse (*Oniscus*).

Veterbrates.—Reptiles: Study of the external characteristics of a snake and a turtle, and observations on the habits and feeding of these animals.

Continuation of the observations on the life and habits of birds and other animals studied.

General review of the whole course including an outline of classification as shown by the animals studied.

Botany

Remarks similar to those introducing the course in Zoology will apply also to the work in Botany. In particular, it is urged upon the instructor that he should constantly stimulate the effort to interpret the meaning of the forms under observation—to discover where possible the relation between form and function.

FIRST YEAR

September and October.

The Plant as a whole: A detailed study of some common plant such as a petunia or a buttercup, taking up the structure of all the parts in succession; the study of additional plants as a basis for the classification of roots, stems, foliage-leaves and inflorescence; the study to be such as can be carried on with the aid of an ordinary lens.

Roots: Varieties of form. *Stems*: Varieties of form; erect, prostrate, climbing, twining, subterranean, aquatic. Stem-structure in dicotyledons and monocotyledons. *Foliage-leaves*: General structure, veining, margin, form and arrangement in relation to sunlight and shedding of rain. *Inflorescence*: Varieties of axial and terminal types.

Fruits: Structure and classification of the simpler fruits such as a pea or bean, shepherd's purse, poppy, apple, tomato, grape, plum, corn and maple; adaptation for the dispersal of seeds.

Preparation for Winter: Storage of reserve food in root, stem, leaf and seed; study of winter buds, their arrangement, structure and means of protection; the fall of the leaf and fruit; interpretation of leaf and scale scars on trees and shrubs.

April, May and June.

Seeds: Practical study of some of the common seeds such as the pea, bean, morning glory, representing dicotyledons; corn, wheat, representing monocotyledons; pine or spruce, representing gymnosperms; form, markings, parts and their functions, position of stored food.

Germination of seeds: Simple experiments to illustrate the more important phenomena and requirements of germination and growth, e.g., need of air, warmth and moisture; evolution of carbon dioxide; how and to what extent water is absorbed; root-hairs; root-cap; region of growth in root.

Spring Flowering Plants: Plant description; identification by means of a flora; relation of flower-structure to mode of pollination; meaning and significance of cross-pollination; structure and expanding of winter buds; adaptation of stem-form to habit; spines, prickles, tendrils, their forms and uses; foliage-leaves, as in the autumn work of the first year.

SECOND YEAR

September and October

Composites: Study of the inflorescence and flower-structure of typical composites, such as dandelion, burdock and ox-eye daisy.

Weeds: Recognition of common forms; how they spread, and how they may be controlled.

Fungi: Recognition and mode of life of mushroom, puff-ball, polypore as saprophytic forms; and apple scab, lilac mildew, wheat rust, black knot or other common type as a parasitic form.

Physiological Experiments: *Roots*: Simple experiments to illustrate root functions, e.g., absorption by osmosis, growth towards moisture. *Soils*: The presence of soluble and insoluble materials in soils; simple experiments in illustration. *Stems*: Simple experiments to illustrate stem-function, e.g., conduction of cell-sap, heliotropism, rotation of the end of the stem in twiners and climbers. *Foliage-leaves*: Simple experiments to illustrate leaf-functions, e.g., transportation, manufacture of starch in sunlight, disappearance of starch in darkness, exhalation of a gas by green water plants, exhalation of carbon dioxide.

April, May, and June

Trees: Mode of branching and identification by leaves, bark and wood of Maple, Willow or Oak, a Conifer, Apple, and Plum or Cherry.

Description and identification of the spring flowering plants continued.

Ferns: General Structure and habits of a common fern.

Review: General review and comparison of the characteristics of the larger groups of plants taken up in the course, summarizing and classifying.

A collection of plants to be made in the second year; also a collection of ten economic woods.

Physics**FIRST YEAR***November to April*

Introductory: Measurement in Metrical and English units of length, area, volume, and mass; structure and use of the Balance; The Three States of Matter, defined and explained.

Mechanics: The principle of the mechanical powers; some of their more important simple applications.

Hydrostatics: Pascal's Law, statement and verification, some of its more important applications; pressure of liquids in its relation to direction, depth, density of liquid, area pressed, and the shape of containing vessel; Archimedes' principle; specific gravity; common methods of finding specific gravities of solids and liquids.

Pneumatics: Study of the properties of a gas as exhibited in air as a type; proof that air has weight, occupies space, and exerts pressure; construction of the barometer; the relation between the volume and pressure of a gas; proof of Boyle's Law; practical application of air pressure; air-pump, common pump, siphon, the principle of air-brakes, air-tools.

SECOND YEAR*November to April*

Heat: Nature and source of heat; experiments to illustrate the expansion of solids, liquids, and gases by heat; some practical applications of the principle of expansions; the anomalous expansion of water, its significance; meaning of temperature as compared with quantity of heat; graduation of the mercury thermometer in the centigrade and the Fahrenheit scales; meaning of latent heat, applications; the meaning of mechanical equivalent of heat.

Sound: Nature and propagation of sound; pitch of sound; consonance and resonance; reflection of sound echoes.

Light: Nature and propagation of light; simple experiments illustrating the reflection and refraction of light; dispersion of light; colour of bodies.

Magnetism and Electricity: Magnets; laws of magnetic attraction and repulsion; polarity; magnetic induction; terrestrial magnetism; construction of simple voltaic cell; decomposition of water by electricity; electro-magnet; electric bell; telephone; heating and lighting effects of the current.

NOTE.—In both Physics and Chemistry, practice in the preparation and manipulation of apparatus should form part of the course. Where practicable, the course should also include simple operations in glass-blowing and lathe work, and in hard and soft soldering.

Chemistry

SECOND YEAR

November to April

Air: Its constituents; combustion in air, and resulting changes; detection of carbon dioxide and water vapour in air; rusting of a metal such as iron in the air, and how it affects the air.

Water: Decomposition of into its elements; the obtaining of pure water, and how it differs from ordinary water.

Carbon: Its presence in plant and animal substances; combustion of carbon, and limewater test for carbon dioxide.

APPENDIX C

A SEASONAL COURSE IN ART FOR THE LOWER SCHOOL

The following is to be taken not as a detailed prescription of the course of instruction in Art, but rather as a guide to the inexperienced teacher as to source—material, and a natural order of exercises. In order to adapt the lessons to the available materials for study, nature drawing and colour study should be combined in spring and autumn. The winter months lend themselves more readily to the study of the principles of perspective, model and object drawing, and design. This list of subjects is not intended to be exhaustive. Enough, however, has been given to allow a choice to be made.

FIRST YEAR

September and October

The first lesson should deal with (a) the necessary materials, (b) their care, (c) the proposed method of orderly procedure.

A study of the alphabet as used in the freehand lettering of an appropriate motto (pencil).

Brush Drawings (in black ink or black paint); (a) with single strokes, (b) with filled spaces; of grasses (in head), bulrushes, milkweed (pods and stems), clover, daisies, golden rod, teasel, etc.

Brush Drawings (in shaded monochrome—two tones); spray of leaves, apple spray with fruit and leaves, onions, poppy heads and stems, etc.

Crayon Drawings of objects of the same character as above.

Brush Washes in appropriate tints (1) plain, (2) graded; painting upon these a spray of some simple autumn flower, such as the daisy, clover, golden rod, etc.

Painting an autumn landscape from an outline drawn by the teacher.

Picture study, based on the following, at appropriate times during the two months:—

Portrait of George Gyze, by Holbein,	The Last Supper, by Da Vinci,
The Gleaner, by Jules Breton, or	The Gleaners, by Millet,
Æsop, by Velasquez.	The Little Scholar, by Bouguereau.

November and December

Drawing the simpler type objects, alone and in groups. The objects in skeleton form should be used for the study of perspective: the solid objects for light and shade, and composition: (a) the sphere, (b) the cube, (c) a group consisting of a sphere, cylinder, and square prism, (d) a group consisting of a square pyramid, cone and cube, etc.

Lettering continued. A literary quotation, neatly centred on the page (in ink).

Design—A Thanksgiving Programme or Menu Cover.

A Christmas Book Cover, or Christmas Card.

A Calendar for the New Year, or Sofa Cushion Cover.

Picture Study, based on the following, at appropriate times during the two months:

The Sistine Madonna, by Raphael,	Moses, by Michel Angelo,
Mother and Child, by George De Forest Brush,	or The Fog Warning, by Winslow Homer.

January, February, and March

Review of the laws of Composition and of Light and Shade.

Still Life Drawings in light and shade with appropriate background.

A chalk-box with lid partly drawn.

A group of books.

A group of gardening material, such as watering can and flower pots, etc.

A group of pottery, such as a cup, saucer, and teapot.

Making drawings of the trees of winter: poplars, maples, etc., in outline; evergreens, such as pines, cedars, balsams, in silhouette.

Memory Drawing.

Figure drawing: (a) Boys in turn posing before the class to represent:

The batter, pitcher, or catcher in baseball.

The young fisherman, the skater, etc.

(b) Girls in turn posing before the class to represent:

Skiping or serving at tennis.

Sewing or reading, etc.

Painting a simple winter landscape from an outline supplied by the teacher.

Making drawings to illustrate any of the following:

- (1) "Far-off, three mountain tops,
Three silent pinnacles of aged snow,
Stood sunset flushed."
- (2) "On either side the river lie
Long fields of barley and of rye
That clothe the wold and meet the sky
And thro' the field the road runs by
To many-tower'd Camelot."

Picture Study, based on the following, at appropriate intervals during the three months:

The Surrender of Breda, by Velasquez.	The Tailor, by Maroni.
The Syndics, by Rembrandt.	or Man with the Glove, by Titian.
1814, by Meissonnier.	The Death of Cæsar, by Gerome.

April, May and June

Painting trees in leaf (alone or in groups with simple background of fence, or hillside, etc.). Select known trees, preferably those drawn in winter in outline and silhouette, such as the poplar, pine, apple, oak, maple, cedar, elm, etc.

Paint the following:

Pussy-willows or catkins,
 Small bunch of violets or spring beauties,
 Small vase of periwinkles,
 Jack-in-the-pulpit,
 Hepatica plant on a piece of rotten wood.
 Small bunch of dog tooth violets,
 A plant of pansies in bloom.

Painting a simple spring landscape from an outline supplied by the teacher.

Making a pencil drawing or a water-colour to illustrate:

- (1) "Upon a pasture hill a pine tree stands,
 And in the air holds up its slender hands."
- (2) "I remember, I remember,
 The house where I was born.
 The little window where the sun
 Came peeping in at morn."
- (3) "We're going fishing in the creek
 With bran new hook and line,
 We're going hunting in the woods,
 O, holidays are fine."
- (4) "Break, break, break,
 At the foot of thy crags, O Sea!"
- (5) "The summer sun is sinking low;
 Only the tree-tops redden and glow;
 Only the weather-cock on the spire
 Of the neighbouring church is a flame of fire!
 All is in shadow below."

Designing a portfolio cover for the year's work (with motif conventionalized from some flower, leaf, insect or other natural object drawn during the year).

Picture Study based on the following, at appropriate intervals during the three months:

Children of Charles I, by Vandyke		The Painter's Sons, by Rubens
Spring, by Mauve		Spring, by Danbigny, or
The Haymakers,	} or	At the Watering Trough, by
or		Dagnan-Bouveret, or
The Escaped Cow, }	by Julien Duprè	The Sower, by Millet.

SECOND YEAR

September and October

Drawing and painting an arrangement of or selection from the following and similar objects, exemplifying the proper application of the laws of composition and design:

Sprays of the closed blue gentian.
 Rose leaves and hips.
 Clumps of mushrooms or fungi.
 Nasturtium leaves and flowers.

Sprays of sweet peas.
 Autumn beech leaves or autumn maple leaves.
 The golden rod, wild carrot, or purple asters.
 Mullein stalks, leaves and seed.
 A basket of apples.
 A box of onions.
 A pile of vegetables.
 A plate of fruit.

Painting an autumn landscape of local interest, such as:

"The pasture field bars" (shaded by a haw tree).
 "On the edge of the forest."
 "An Autumn hillside."
 "A fence corner aglow with autumn flowers."

Making a pencil or coloured crayon sketch to illustrate:

1. "Milking Time."
2. "The Old Swimming Hole."
3. "August is laughing in the sky,
 Laughing while paddle, canoe, and I
 Drift, drift,
 Where the hills uplift
 On either side of the current swift."
4. "I saw her singing at her work.
 And o'er the sickle bending."

Picture study based on the following, at appropriate intervals during the two months:

A Family Group, by Franz Hals

or

The Laughing Cavalier, by Franz Hals

The Frugal Meal, by Israels

or

The Concert, by Terborg

The Coming Storm, by
 George Inness.

November and December

Arranging according to the laws of composition and drawing:

A group of kitchen utensils.
 A group of coloured pottery.
 A hat, coat, chair and satchel.
 A paper knife, magazine and two books.

Designing and making a stencil for a wall-paper border.

Designing a table centrepiece with motif conventionalized from some natural form drawn during the autumn.

Lettering continued, using the Lombardic, Monastic, or Old English Text, and designing a Christmas card using the alphabet chosen.

Picture study based on the following, at appropriate intervals during the two months:

The Holy Night, by Correggio		The Holy Family, by Murillo
Portrait of his Mother, by Whistler	or	The Finding of Christ in the Temple, by Holman Hunt.

January, February, March

Drawing from the cast:

Classic ornament, such as, the egg and dart pattern, honeysuckle pattern, acanthus leaf, etc.

The Victory of Samothrace.

The bust of Diana of Versailles.

Drawing and painting a winter landscape of the same location used for the autumn landscape.

Figure drawing:

Two members of the class posing together to illustrate a tug of war, a game of marbles, going fishing, batter and catcher, having a chat, etc.

Making a pencil or water-colour sketch to illustrate:

1. "There by the sheepfold, sometimes was he seen,
Sitting alone, or with his faithful dog,
Then old, beside him, lying at his feet."
2. "This little bay, a quiet road
That holds in shelter the abode."
3. "Walk now among the forest trees;
Saidst thou that they were stripped and bare!
Each heavy bough is bending down
With snowy leaves and flowers, the crown
Which Winter regally doth wear."

Picture study based on the following, at appropriate intervals during the three months:

The Marriage of Cana, by Veronese		Grace before Meat, by Chardin
Ulysses deriding Polyphemus, by Turner	or	The Age of Innocence, by Reynolds
Napoleon on board the Bellerophon, by Orchardson.		The Boyhood of Raleigh, by Millais.

April, May, June

Drawing from the object:

A vase of daffodils (1) in pencil (2) in water colours.

Painting in water colours:

A spray of apple blossoms, or

A spray of cherry blossoms, or

A spray of wild rose blooms.

Drawing in pencil (sketches to be made outside):

A hen coop with hen and chickens (background of fence and shrubbery),
or

A dog kennel and dog, shaded by a maple tree.

Painting in water colours:

A man ploughing in a field, or

A boy fishing from a boat or pier.

Illustrating the following:

1. "My heart leaps up when I behold
A rainbow in the sky."
2. "The noisy geese that gabbled o'er the pool."
3. "Where the quiet-coloured end of evening smiles,
Miles and miles,
On the solitary pasture where our sheep,
Half-asleep,
Tinkle homeward thro' the twilight."

Designing a portfolio cover for the year's art work with a motif conventionalized from daffodil, apple blossom, or the wild rose.

Picture study based on the following at suitable times during the spring months:

The Cornfield, by Constable
The Lake, by Corot
Caritas, by Abbot Thayer

Forest of Fontainebleau, by Rousseau
or Shoeing the Bay Mare, by Landseer
A Reading from Homer, by Alma-Tadema.

APPENDIX D

MANUAL TRAINING

FIRST YEAR

Drawing.—Simple plans and elevations. Correct use of drawing board, T square, triangles and compasses. Construction of the common geometrical figures. Simple lettering and figuring. Working drawings of objects made, either full size or to scale.

Wood Work.—Growth, structure, and identification of the woods used in the manufactures of the locality. Warping, twisting, checking; how caused and counteracted. Making of simple objects according to drawings previously prepared. Proper use of nails, screws, and glue. Use of simple joints in articles made; for example, end half lap, centre half lap, mitre, housing. Use and mechanical construction of common woodworking tools as exemplified in the making of a series of useful objects. Construction of simple school apparatus. At least every alternate piece of work shall be kept for inspection.

SECOND YEAR

Drawing.—Elementary orthographic and isometric projection. Simple sections. More advanced geometrical drawing. Freehand dimensioned sketches. Inking, tracing, lettering, and blue printing. Working drawings of objects made.

Wood Work.—Growth, structure, and identification of the woods used in the locality. Tool sharpening. Common joints used in various kinds of wood work—scarfing, simple dovetail, mortise and tenon, tongue and groove joint—their use in making objects such as boxes, drawers, tables, book-cases, etc. Fastenings with dowels, pins, cleats, wedges, etc. Calculations from drawings and specifications of lumber required for articles made and cost. At least every alternate piece of work must be kept for inspection.

Various methods of finishing, as staining, fuming, filling, shellacing, oiling.

Wood Turning.—Explanation of the lathe, its action, speed, parts, care, and use. The gouge, correct position, turning rough cylinder. The skew chisel; reason for grinding both sides and at an angle. Concave surfaces with skew chisel. Irregular curves and spindle work. V grooves, beads and hollows. The introduction of hard wood and sandpaper; exercises in turning handles. Face plate turning, chuck work, boxes with covers, powder box, napkin ring, goblet, etc. Every piece of work must be kept for inspection.

Forging.—The forge, the fire, the heat, the height of anvil, and its position.

The ordinary tools, how to use and care for them. Hammer, sledge, chisel, fuller, and swage. Drawing, forming, upsetting, bending, and twisting iron, stamping and forge-blackening the finished piece, exercises of simple design and construction, gate hook, turning eye and hook. Scarfing, bending, and welding. Every piece of work must be kept for inspection.

Machine Shop Practice.—Simple ornamental work in brass, copper, and iron. The making of simple objects such as watch fobs, paper knives, blotter corners, trays, bowls, etc.

Simple chipping and filing. Use of measuring and marking tools.

An elementary study of the engine lathe: its parts, adjustment and working. Proper tool angles and cutting speeds and feeds. The exercises taken should, where possible, involve completed objects. All work must be kept for inspection.

APPENDIX E

HOUSEHOLD SCIENCE

FIRST YEAR

Cleaning, Cookery, Foods.

NOTE.—The extent of the review of the course in Form IV of the Public Schools and the length of time spent on it must be determined by the work previously done by the pupils, but the following should be taken up:

The methods of cooking, except frying; best methods of cleaning dishes, dish-towels, sinks, wooden surfaces, nickel, silver, aluminum; the necessary elements in food and their uses to the body; the food elements in milk, eggs, meat or fish, fruit, vegetables, seeds; the effect of heat on these, exemplified by cooking milk, eggs, meat, vegetables, and cereals; planning simple home meals; principles involved in the preservation of food; compartments and dampers in kitchen stove, with the care of it in laying and lighting the fire and managing the oven.

The House.—This subject is taken chiefly to form new standpoints of thought and it is intended that two or three lessons shall cover it completely.

The following points should be considered in a very general way:

Site (soil, slope, sun, exposure, environment).

Plan (material, number, size and relation of rooms).

Lighting (candles, coal-oil, gas, electricity, considered from standpoints of lighting power, heat; vitiation of air, care and cost).

Heating (fire-places, stoves, hot-air and hot water furnaces considered and compared).

Ventilating (sources of house-air impurities, purpose of ventilation, simple home methods).

Furnishing (material, form, colour, care required when in use).

Laundry Work.—Necessary materials (water, alkalies, soap, blueing, starch), and the action of each; processes in washing, ironing, and starching.

NOTE.—These points are intended to be taught simply (not technically), and for actual practice. In schools where there is no laundry equipment, the order of work may be developed in class, and the practice carried out at home.

Home-Nursing and Sanitation.—Review of the course for Form IV of the Public Schools.

NOTE.—The course may be extended if time permit. Where no equipment is provided, a doll's bed may serve.

SECOND YEAR

Cookery, Foods.—Review of the first year's course, and its extension to more advanced cookery.

NOTE.—In the advanced cookery, the dishes should be chosen according to the demands of the home life of the pupils.

Marketing.—Seasons for domestic and well-known imported foods; current prices of food; practice in buying.

NOTE.—If possible markets and shops should be visited and pupils given the responsibility of buying home and school supplies.

Entertaining.—Writing of invitations and replies, planning and preparation for guests; duties of hostess.

NOTE.—In school, one theoretical and one practical lesson will be sufficient for this. Practice may be obtained in entertaining at home.

Household Accounts.—Systematic spending of the income; keeping account of household expenses.

APPENDIX F

AGRICULTURE AND HORTICULTURE

For guidance in carrying out the course the teacher should apply to the Director of Elementary Agricultural Education, Ontario Agricultural College, Guelph, and for the circulars dealing with the details, to the Deputy Minister of Education.

Subject to the approval of the Director, modifications may be made of the following to suit local conditions.

LOWER SCHOOL

FIRST YEAR

September

Physics: Measurements of fields and surveys for drainage; needs, value and method of drainage.

Gardening: Selection, purchase and outdoor planting of bulbs; methods of potting and forcing bulbs for winter bloom.

October

Plant Studies: Field studies of weeds; habit of growth and seed distribution; methods of eradication.

Fruit Growing: Fall management of orchard, pruning and cultivation; methods and systems of fruit packing; work of co-operative fruit associations; law relating to fruit marking, etc.

Beekeeping: Management of bees in fall and winter.

November

Poultry: Housing, feeding and management of poultry in winter; fattening and marketing; breeds.

Horticulture: Cutting scions from fruit trees to store for root-grafting in winter. Planting apple seeds for production of seedlings.

December

Chemistry: Simple study of plant substances, such as determination of moisture, carbon, ash, starch, and gluten; simple studies of soils, insecticides, fungicides, and common substances used on the farm.

School Meeting: Public meeting at school at which reports on work done will be given and prizes distributed.

January

School Progress Club: Organization and plans for home project work; arrangements for preliminary reading, recording, and supervising work.

Dairying: Milk testing with Babcock tester; care of milk and pasteurization; use of lactometer; individual cow records and herd improvement; care of dairy herd; construction of dairy stables.

February

Botany: Determination of weed seed impurities in clover seed, etc., germination tests of farm and garden seeds; Seed Control Act: methods of combating weeds.

March

Soil Studies: Simple physical analyses of different classes; comparisons by weight; determination of air and water capacities, capillarity; effects of frost, lime and humus on clay.

Gardening: Preparation, care and uses of hot bed and cold frame; methods of growing potatoes, onions, rhubarb, lettuce, cabbage, tomatoes, etc., for early crops; small fruit culture; methods of growing strawberries: raspberries, currants, grapes, etc.

April

Poultry: Incubation, brooding and rearing of chicks: management of poultry in summer.

Gardening: Beautifying of home surroundings; plans for home gardens; preparation of soil; selection of varieties; planting tables: care of growing plants.

May

Garden Work: Preparation and planting of experimental and demonstration plots in school garden; work in home gardens.

Beekeeping: Colony studies to learn organization, life histories and work of bees; construction of hives; methods of handling.

Botany: Study of flowers of fruit trees, the setting and development of fruit: natural and artificial fertilization: flowers and seed-development of forest and shade trees.

June

Insects: Recognition, life histories, work and remedies for insects injurious to orchard and garden; spraying mixtures and application.

Botany: Study of economic plants, such as grasses, ornamental shrubbery, garden flowers.

Crop Improvement: Plans for selecting choicest seed of grains, vegetables or flowers for next year's growing: work of Canadian Seed Growers' Association.



July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

SECOND YEAR

September

Gardening: Storing vegetables, fruits and house plants for winter; methods of winter forcing of rhubarb, swiss chard, etc.

Bacteriology: Moulds and bacteria in relation to canning and preserving; methods of canning. Work of bacteria in soil; legume bacteria.

October

School Exhibit: Exhibition of pupils' and school's work at school or local fair.

Horticulture: Preparation for winter of tender climbing plants, shrubs and flowers; lifting, dividing and replanting perennials.

Home Projects: Reports on home gardening projects and summarizing results.

November

Farm Animals: Breeds of cows, horses, sheep and swine; practice in using score cards, telling of age of horses by teeth; care and management of farm animals; construction of stables.

December

Agricultural Arithmetic: Estimating of holding capacities of mows, bins, wagon boxes, silos, cisterns, wells, troughs, barrels, milk utensils; estimates of weights of hay loads, stacks, manure piles; estimate of sand, cement, lime, brick, stone or lumber required in building barns, sheds, silos, etc.

Rural Economics: Laws relating to agriculture; organizations for advancing agriculture; co-operative associations; value of good roads; rural advancement, etc.

January

Dairying: Simple analysis of milk to show albumen, casein and sugar; composition and value of whey and buttermilk; experiments to show effects of bacterial or mould contamination; construction, care and advantages of cream separator; manufacture of butter and cheese; dairy manufacturing; visit to creamery or evaporator.

February

Farm Crops: Kinds of farming and the best kinds for the neighbourhood; crops best suited to locality and best varieties of grains; methods of crop improvement; systems of rotations and values; plans for model farms.

March

Physics: Principles of farm machines or appliances; simple experiments with pulleys, levers, etc.

Chemistry: Uses of manures and fertilizers; examination, identifications and simple tests for common commercial fertilizers; calculation of values and proportions in which to be mixed.

April

Fruit Growing: Selection of location and planting plans for orchards; varieties suited to local planting; orchard management and care; methods of pruning and grafting.

Agriculture: Methods of soil cultivation; best times and methods of seeding. Farm management: care of machinery, costs of manuring, soil preparation, seeding, harvesting, threshing and marketing.

May

Garden Work: Work in home gardens or school plots.

Botany: First year's work continued.

Beekeeping: First year's work continued.

June

Insects: First year's work continued.

Botany: First year's work continued with study of common plant diseases and treatment for them.

Horticulture: Methods of budding and propagation by cuttings.

July and August

Supervision of Practical Work: Reports on care and management of school experimental plots and home projects of pupils.

MIDDLE SCHOOL

The instruction should be given on topics included in the course outlined below. Subject to the approval of the Director, the selection of the topics will be determined by the local interests involved.

1. *Field Husbandry*: History of agriculture; different systems of farming, different kinds of soil; rotation of crops, of farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

2. *Animal Husbandry*: A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

3. *Dairy Husbandry*: The herds: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning, and ventilating; individual cow records. The milk: care of milk; elementary, chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing and marketing.

4. *Poultry Husbandry*: The most valuable breeds and varieties of hens, ducks, geese, and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

5. *Beekeeping*: Management, wintering, swarm control, honey production, increase, queen-rearing, symptoms and treatment of disease.

6. *Horticulture*: Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungous diseases affecting fruit and vegetables; care, storing, and marketing of fruit.

7. *Forestry*: Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

8. *Agricultural Botany*: Identification and eradication of weeds and weed seeds, Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; collecting, pressing, and mounting of weeds and grasses and weed seeds.

9. *Entomology*: A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and sample of their work.

10. *Agricultural Physics*: Soil: classification and physical examination, origin, and mode of formation; soil forming, soil-forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relations to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

11. *Agricultural Chemistry*: Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides: their composition and proper mixture.

APPENDIX G

MEDIAEVAL AND MODERN HISTORY

The following are the details of the course in Mediaeval and Modern History:

For Study in Outline:

The Roman Empire: Its extent and mode of Government; the life of its citizens and subjects; the causes of its decline.

The Rise of Christianity within the Empire; its relations with the Government.

The Barbarian Invasion: the chief tribes and their migration; the most conspicuous names (Attila, Alaric, Odoacer, Clovis, Theodoric) and dates; the results.

The growth of the Church: the Bishop of Rome; his position in the church and in Italy; his relation to the Empire and to foreign powers; the work of Gregory the Great; the rise of monasticism; the rule of St. Benedict; the conversion of the Germans.

The Empire of Charles the Great: its rise and extent; his methods of administration; his interests in education and building; his religious and political aims; causes of disruption of his empire.

The growth of Feudalism: its origin; a typical feudal estate and the relations of its members to one another; causes of its decay.

The rise of Royal power in France: the expansion of the Norman race; Philip Augustus; St. Louis.

The German Kings and the Empire: their struggles with the Popes; Henry III, Henry IV; Frederick Barbarossa, Frederick II; the decay of the Empire.

The position of the church in Mediaeval Society and political life; its organization; the investiture struggle; the jurisdiction of its courts; the monks and the friars; Gregory VII, Innocent III.

The Crusades: causes leading to them; events of the first crusade; effects of the crusades on Europe.

Social life in the Middle ages: daily life on a feudal estate; rise of the towns; commerce of the Italian cities and the Hanseatic League: rise of the Universities, state of learning and means of education.

For Study in Greater Detail: 1492-1603.

The Renaissance.

Voyages of discovery and exploration.

Europe at the beginning of the 16th century, conditions in England, Germany, Spain, the Netherlands, previous to the Reformation.

The growth of the royal power and the rise of the modern nations.

The Protestant Revolt: the Catholic Reformation; Charles V and Philip II; France during the religious struggles; the Revolt of the Netherlands.

The Elizabethan Period in literature.

For Study in Outline: 1603-1763.

The Thirty Years' War: its causes; the position of Austria and of France; the career of Gustavus Adolphus; the peace of Westphalia; effect of the war.

The struggle for the supremacy of Parliament in England. France under Louis XIV. The rise of Russia and Prussia; the Seven Years' War, 1756-1763.

For Study in Greater Detail. 1763-1885:

The American Revolution.

The French Revolution; its causes, main events and leading figures.

The Napoleonic Empire; the uprising of the nations against Napoleon.

Europe in 1815; the period of repression under Metternich.

The growth of the Democratic spirit; the revolutions of 1830 and 1848.

The growth of the National spirit in Italy and Germany, in the United States, in the federations of British colonies, Canada, Australia and South Africa.

The Industrial Revolution; modern inventions; world commerce.

Modern colonial expansion and emigration; the growth of the British Empire.

The rise of world politics; the Eastern question; the Congress of Berlin and the balance of power in Europe.

APPENDIX H

EQUIPMENT FOR SCIENCE

LOWER SCHOOL

Physics and Chemistry

	Probable Cost
1 Metric Scale, one foot long. The ordinary School rulers graduated in inches and centimeters will answer	\$0 02
1 Meter Stick	0 50
1 Caliper, Simple form	0 50
1 Dissected Litre Block	2 00
1 Pinch-Cock	0 15
1 Burette, Mohr's, 50 C.C. graduated in tenths	2 00
1 Measuring Cylinder, 100 C.C. graduated	0 80
3 Beakers, different sizes	0 55
1 Air Pump and Receiver	10 00
1 Elastic Rubber Balloon. A toy balloon answers well	0 10
1 Pendulum Bob	0 25
1 Physical Balance, with set of Metric Weights	8 50
1 Spirit Lamp or Bunsen Burner	0 40
1 Spring Balance	0 50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.	0 50
1 Mortar and Pestle	0 35
2 Thistle Tubes Each 15c.	0 30
1 Transmission of Pressure Apparatus	0 75
1 Archimedes Principle	1 75
1 Globe for Weighing Air	3 00
1 Barometer Tube, heavy glass	0 50
1 Mariotte's Law Tube	1 50
1 Lift Pump, Glass Model	1 25
1 Force Pump, Glass Model	1 25
1 Hydraulic Press, Glass Model	2 00
1 Filter Funnel	0 10
1 Retort Stand (two rings)	0 50
3 Small Florence Flasks with perforated rubber corks to fit	0 45
1 Florence Flask with wide mouth	0 25
1 Rubber Cork with two holes to fit Florence Flask with large mouth	0 15
1 Hydrometer Jar	0 45
1 Porous Cup	0 70
1 Specific Gravity Bottle	0 75
1 Weighted Wooden Prism, 1 square centimeter in section	0 25
1 Tuning Fork, simple form	0 20
1 Brass Rod for showing the production of Sound by longitudinal vibrations of rod	0 30
1 Whistle	0 10
1 Coil Spring, about 1 in. in diameter and 2 feet long	0 25
1 Bell in Vacuo	1 50

	Probable Cost
1 Glass Tube, about 2 cm. in diameter and 30 cm. long	\$0 15
1 Glass Tube about 3 cm. in diameter and 50 cm. long	0 30
1 Whirling Machine	3 50
Cardboard Discs for Whirling Machine to show reflection of sound	0 50
1 Toothed Wheel with ring of holes to attach to Whirling machine to illustrate pitch of sound	2 00
1 Spool Piano Wire	0 10
1 Toy Trumpet	0 10
1 Ball and Ring	1 00
1 Compound Bar	1 00
1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees	1 00
1 Differential Thermometer	2 50
1 Calorimeter	2 00
1 Conductometer	1 50
1 Cardboard Screen with frame	0 50
1 Reflection of Light Apparatus, to be fitted also for reflection of sound	3 00
1 Plane Mirror (small)	0 25
1 Convex Lens (Reading Glass will answer)	0 50
1 Triangular Glass Prism	0 50
Pieces of Red, Green and Blue Glass	0 10
Lodestone (small piece)	0 50
2 Bar Magnets	0 50
1 Horseshoe Magnet	0 25
1 Compass	0 25
1 Bar Soft Iron, Round, 6 in. long	0 20
Sheet Zinc and Sheet Copper (Pair Elements)	0 15
2 Dry Cells	each 35c. 0 70
1 Spool Double-Covered Magnet Wire, No. 20, to be used for making Electro-Magnets, etc	0 30
1 Small Incandescent Lamp (3 volts)	0 25
1 Pneumatic Trough	0 40
4 Glass Bottles (Pickle bottles will answer)	0 10
4 Glass Slips, 2 inches square, to cover mouth of bottles	0 05
3 Soup Plates	0 20
3 Hard Glass Test Tubes	0 30
1 Test Tube Rack	0 25
4 Reagent Bottles, 4 oz	0 50
½ Doz. Test Tubes, 5 in. x ¾ in. per doz.	0 25
1 Doz. Test Tubes, 4 in. x ½ in. per doz.	0 15
2 U-Tubes, 6 in. x ¾ in. each	0 10
1 lb. Glass Tubing (soft) ⅛ in. to ¼ in.	0 60
1 Retort, stoppered, 4 oz	0 25
1 Lamp Chimney (large)	0 10
1 Electrolytic Apparatus	1 25
2 yds. Rubber Tubing 3-16 in. inside, red per ft.	0 10
Pieces of Mica	0 10
1 Package of Picture Wire	0 10
2 Files, one round, one triangular	each 0 15

	Probable Cost
2 Doz. Corks, assorted	\$0 10
1 Package Filtering Paper, Circles, 6 in	0 25
Candles	0 10
1/2 Doz. Sheets Litmus Paper	0 30
1 Sq. ft. Sheet Rubber .....per sq. ft....	0 25
Wire Gauze	0 15
Sealing Wax .....large stick....	0 25
1 Small vice for clamping wires	0 40

Chemicals

Zinc, granulated, 1 lb	0 20
Copper clippings (sheet or wire), 1 lb	0 50
Iron Filings, 1 lb	0 05
Charcoal (may be had from plumber)	0 25
Coal (pieces of hard and soft)	
Mercury, 2 lbs.	2 00
Sodium, 1 oz.	0 25
Potassium, 2 drams .....dram....	0 25
Oxide of Mercury, red 1 oz.	0 25
Oxide of Copper, 1 oz.	0 15
Manganese, dioxide, 1/2 lb	0 10
Calcium oxide (Lime, lumps)	
Sodium, hydroxide, 1/4 lb.	0 25
Potassium chlorate, 1 lb.	0 25
Potassium nitrate, 4 oz	0 10
Potassium Permanganate, 2 oz	0 15
Calcium Chloride (lumps)	
Ammonia solution, 8 oz	0 10
Ammonium nitrate, 4 oz.....	0 10
Ammonium chloride, 6 oz	0 10
Calcium carbonate, lumps of limestone, calcite, chalk, animal shells	
Carbon, specimens of coal, charcoal, graphite, lampblack	
Sulphuric acid, 1 lb.	0 05
Nitric acid, 1 lb.	0 05
Hydrochloric acid, 8 oz	0 05
Yellow Phosphorus, 1 oz	0 05

Botany and Zoology

For the work in Botany and Zoology each pupil should be provided with a pocket magnifier (30-50 cents). A compound microscope (\$11.00) should also form part of the school equipment for this work. These, together with a dozen glass slips and cover glasses and a couple of needles mounted in wooden handles, will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

MIDDLE SCHOOL

NOTE:—The pieces marked with an asterisk should form part of the sets for pupils' use in groups of two or four.

Mechanics and Hydrostatics

	Probable Limit of Cost	
	Min.	Max.
*2 Thistle Tubes	\$ 0 05—	\$ 0 06
*1 Metric Scale, one foot long. The ordinary School rules graduated in inches and centimetres will answer	05—	10
*1 Meter Stick	30—	35
*1 Calipers, Simple form	25—	28
1 Dissected Litre Block	1 50—	2 00
*1 Pinch-Cock		10
*1 Burette, Mohr's, 50 C.C. graduated in tenths		1 50
*1 Measuring Cylinder, 100 C.C. graduated	50—	60
*3 Beakers, different sizes, lot	30—	33
*1 Pendulum Bob	20—	25
*1 Physical Balance, with set of Metric Weights	6 00—	15 00
*1 Spirit Lamp or Bunsen Burner	25—	50
*3 Spring Balance, graduated ounces and grains, each	60—	90
*1 Glass Battery Jar, 6 in. deep, 8 in. diam		35
*1 Mortar and Pestle	20—	25
*1 Pair Single Pulleys	25—	50
1 Pair Double Pulleys	45—	50
1 Wheel and Axle (Wood)	1 15—	1 50
1 Inclined Plane and Car	3 75—	4 80
1 Vernier Calipers (optional)	1 75—	5 00
1 Micrometer Wire Gauge (optional)	3 00—	5 00
1 Air Pump and Receiver	10 00—	30 00
1 Elastic Rubber Balloon. A toy balloon answers well	08—	09
1 Transmission of Pressure Apparatus		1 75
1 Archimedes Principle	1 45—	1 50
1 Globe for weighing Air		3 00
1 Barometer Tube, heavy glass		35
1 Mariotte's Law Tube	70—	75
1 Lift Pump, Glass Model	1 25—	1 30
1 Force Pump, Glass Model	1 25—	1 50
1 Hydraulic Press, Glass Model		1 50
1 Filter Funnel	08—	10
*1 Retort Stand (two rings)	40—	50
*3 Small Florence Flasks with perforated rubber corks to fit.	10—	40
*1 Florence Flask, with wide mouth	10—	13
*1 Rubber Cork with two holes to fit Florence Flask with large mouth	08—	12
*1 Hydrometer Jar		40
*1 Porous Cup	15—	20
*1 Specific Gravity Bottle	60—	1 35
*1 Weighted Wooden Prism, 1 square centimeter in section	10—	20
1 Hydrometer for Heavy Liquids	45—	75
1 Hydrometer for Light Liquids	45—	75

	Probable Limit of Cost	
	Min.	Max.
1 Aneroid Barometer	\$5 00—	\$10 00
*1 Set Capillary Tubes	75—	85
1 Baroscope.	2 00—	3 00

Sound

1 Brass Rod for showing the production of Sound by longitudinal vibrations of rods.....	25—	1 30
1 Whistle.		10
1 Coil Spring, about 1 inch in diameter and 2 feet long.....		20
1 Bell in Vacuo	1 80—	2 50
1 Whirling Machine		5 00
1 Toothed Wheel with ring of holes to attach to Whirling Machine to illustrate Pitch and Sound.....	4 00—	5 00
1 Clamp for Vibrating Plates.....	1 25—	2 50
2 Brass Plates, one square, one circular.....	1 00—	2 50
1 Sonometer	5 00—	10 00
1 Violin Bow	75—	1 50
*1 Tuning Fork-A	20—	25
2 Tuning Forks-C, mounted on Resonance Boxes, each	3 00—	8 00
2 Large Concave Mirrors for Reflection of Sound, each.....	2 00—	3 00
1 Interference Apparatus		5 00
1 Siren (optional)	5 00—	30 00
Glass Tubes of various sizes and lengths for showing vibrations for Air Columns	75—	1 50
1 Organ Pipe with Glass Front.....		2 50
1 Tambourine to use with the above.....	25—	50
1 Manometric Flame Apparatus	5 00—	10 00
2 Troughs for showing that waves travel faster in deep than in shallow water.	1 50—	3 00
1 Kundt's Tube for finding velocity of sound in a solid (optional). .	3 75—	5 00

Heat

1 Ball and Ring	1 00—	1 25
1 Compound Bar	40—	50
*1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees		70
1 Differential Thermometer	1 50—	3 50
*1 Calorimeter.	1 50—	2 00
1 Fire Syringe	1 50—	2 00
1 Apparatus for determining the coefficient of linear expansion in a metal.	2 25—	5 00
*1 Apparatus for testing "Boiling Point" in a Thermometer....		1 50
1 Maximum Thermometer	2 00—	6 00
1 Minimum Thermometer	2 00—	5 40
1 Hope's Apparatus for showing Maximum Density of Water... .	4 00—	4 50
1 Regnault's Apparatus for Finding Coefficient of Expansion of a Gas (optional)	1 50—	7 00

	Probable Limit of Cost	
	Min.	Max.
*1 Dew Point Instrument	\$1 50—	\$2 50
1 Wet-and-Dry Bulb Hygrometer	2 50—	6 00
1 Distillation Apparatus	1 00—	2 00
1 Cryophorus.	1 00—	1 50
1 Model of Steam Engine.....	3 00—	10 00
1 Edser's Apparatus for Finding the Relative Conducting Powers of Metals.	2 25—	2 50
1 Model Davy Safety Lamp.....	2 50—	3 00
1 Apparatus for Showing Principle of Ventilation.....	1 25—	1 50

Light

*1 Cardboard Screen with Frame.....		50
*1 Plane Rectangular Glass Tank, to be used also as Pneumatic Trough.	2 50—	3 50
*1 Plane Mirror, Mounted in Frame with Supports to Stand Ver- tically on the Table.....		3 00
1 Port Lumiere.	10 00—	25 00
or Projection Lantern.....	15 00—	200 00
*1 Optical Bench and Photometer, complete with Concave and Con- vex Mirrors and Set of Demonstration Lenses.....	5 50—	20 00
1 Optical Disc and Refraction Tank.....		17 50
1 Refraction Tank		3 50
1 Rotating Mirror, mounted on stand.....	2 50—	4 00
*2 60° Glass Prisms	70—	2 00
1 Focussing Lens, large, mounted on stand.....	3 00—	4 00
1 Colour Wheel for re-Composition of Light.....		1 50
1 Direct Vision Spectroscope	6 00—	25 00
1 Telescope (optional)		5 00

Electricity and Magnetism

*2 Bar Magnets	25—	50
1 Horse Shoe Magnet	10—	20
*1 Compass.		20
*1 Bar Soft Iron (round, 6 inches long).....	10—	15
*1 Sheet Zinc and Sheet Copper (Pair Elements).....		15
*1 Galvanoscope, complete	75—	2 50
4 Dry Cells	25—	30
1 Spool Double Covered Magnet Wire, No. 20, to be used for mak- ing Electro-Magnets, etc.....		20
4 Small Incandescent Lamps (3 volts), each.....		40
1 Dipping Needle	3 00—	20 00
*2 Insulating Stands, for suspending pith balls, etc.....	25—	1 00
2 Spherical Metallic Condensers on insulation stands.....		2 50
2 Hollow Hemispherical Condensers with insulating handles to fit over spherical condenser.....		2 50
1 Cylindrical Metallic Condenser on insulating stand.....		2 50
*1 Glass Rod and 1 Ebonite Rod, for experiments in electrification..	35—	75

		Probable Limit of Cost	
		Min.	Max.
1	Wimshurst Electrical Machine (optional)		\$25 00
*1	Gold Leaf Electroscope (fitted as a condensing electroscope)..	\$ 50—	2 00
2	Leyden Jars		3 00
1	Discharger for Leyden Jar		2 00
*	Strips of Zinc, Copper, Carbon, Iron, Lead and Platinum to be used in constructing the various forms of cells.....	50—	2 00
*1	Daniell Cell	50—	75
1	Leclanché Cell	50—	60
*1	Water Voltmeter	2 00—	2 75
1	Copper Voltmeter	1 50—	4 50
*1	U-Shaped Tube on Stand.....	1 00—	1 50
2	Coils with Mercury Commutator, for showing Laws of Currents, complete.	1 00—	3 50
1	Set of Telegraph Instruments	2 50—	5 00
1	Electric Bell.	50—	1 00
1	Astatic Pair of Magnetic Needles.....	75—	1 75
1	Astatic or D'Arsonval Galvanometer.....	5 00—	10 00
1	Tangent Galvanometer	3 50—	10 00
1	Ammeter.	3 00—	10 00
1	Voltmeter.	3 00—	10 00
1	Set of Coils for demonstrating the laws of current induction..		3 00
1	Dynamo and Motor, showing parts and connections.....	12 00—	30 00
1	Arc Lamp Simple Regulator	3 00—	3 30
1	Wheatstone Bridge.	5 00—	25 00
	Instead of the above a Meter Sliding Bridge may be used.....	2 50—	15 00
1	Induction Coil.	3 00—	25 00
1	Set of Telephone Instruments.....	4 00—	10 00
1	Set Wireless Telegraphy Instruments (simple form).....		15 00
1	X-Ray Tube.		5 00

EQUIPMENT FOR PHYSICAL CULTURE

For Boys and Girls.—Indian Clubs, Wooden Dumb-bells.

For Boys.—Rifles, or Wooden Rifles.

For Girls.—Wands, Basket-Ball.

EQUIPMENT FOR ART

Books for the School Library

At least the following books should be in the reference library of every Continuation School:

Art for Art's Sake, by Van Dyke.....	\$1 50
Art for Life's Sake, by Caffin.....	1 25
A Child's Guide to Pictures, by Caffin.....	1 25
Illustrated Exercises in Design, by Branch.....	1 50
The Principles of Design, by Batchelder.....	3 00
Art Education for High Schools (Prang).....	1 25
Applied Arts Drawing Books (12 nos.).....	1 85



Practical Drawing, Arts and Crafts Course (complete in 8 bks.)	\$1 80
Apollo: The Story of Art throughout the Ages, by S. Reinach.	1 50

Teachers of Art should also refer to the "School Arts Magazine," published at \$2.25 per year.

Models

NOTES: (1) Adequate provision of type objects, models of common objects, and ceramics are indispensable.

(2) Under tariff item 696, maps, photographic reproductions, casts, etchings, and lithographic prints or charts are specified as free, when specially imported in good faith by order of any College, Academy, School, or Seminary of learning in Canada, for use to demonstrate or to instruct students and not for sale.

The following lists are given for guidance:

1. Type objects made of wood and painted white,—the angular objects to be in skeleton form.

- Cube, 12 inches face.
- Sphere, 12 inches diameter.
- Cylinder, 8 x 12 inches.
- Cone, 8 x 12 inches.
- Square Prism, 8 x 12 inches.
- Square Pyramid, 8 x 12 inches.
- Hexagonal Prism, 8 x 12 inches.
- Circular Plinth, 8 x 2 inches.
- Square Plinth, 12 x 2 inches.

2. Common objects in wood, metal, or crockery; fruits, flowers, and vegetables in season (or models thereof in plaster); mounted birds and other animals for colour purposes.

3. Ceramics: Pots, kettles, drinking-glasses, pitchers, cups, vases, candlesticks, jardinières, etc.

NOTE.—The ceramics should be chosen, not only for their individual beauty, but for their form value in grouping and their colour value in a general scheme of colour harmony.

4. Objects or parts of objects typical of local manufactures; for example, woodenware, parts of machines, samples of fabrics, wall paper, etc.

5. Unique objects, suitable for decorative purposes; Chinese lanterns and parasols, objects of Indian manufacture, ancient arms, etc.

6. Carbon reproductions, etchings, and engravings of famous buildings, landscapes, and figures should also be provided, to exemplify the laws of composition and to give the pupils some knowledge of the work of the great artists. These should be provided primarily as school decorations; they are not to be counted as Art Models.

NOTE.—In schools unable to purchase an adequate supply of the more expensive pictures, the cheap reproductions may be used to supplement. When, also, schools become acquainted with the masterpieces in this economical way, they will be better able to decide which of the more expensive reproductions to purchase.

7. Plaster casts: Plaques, busts, figures, groups of figures, and historic ornament.

For a list of suitable pictures, reproductions, and casts see *Educational Pamphlets*, No. 5: LIST OF REPRODUCTIONS OF WORKS OF ART.

STATUTORY PROVISIONS AFFECTING CONTINUATION SCHOOLS

Extracts from the Acts

AN ACT RESPECTING CONTINUATION SCHOOLS

1. This Act may be cited as "*The Continuation Schools Act.*" 9 Edw. VII., c. 90, s. 1.

2. In this Act,—

(a) "Maintenance" shall include ordinary repairs to the teacher's residence, the school buildings, outhouses, gymnasium, fences and school furniture; the improvement of the school grounds and the grounds attached to the teacher's residence; insurance of the school property, salaries of the teachers, officers and servants of the Board, the expense of conducting entrance examinations, and other expenses for ordinary school purposes and for such annual additions to the library, apparatus and other appliances as may be required by the Minister or by the Regulations, and shall also include gratuities and retiring allowances granted to teachers;

(b) "Minister" shall mean Minister of Education;

(c) "Municipality" shall include a city, town, village or township, but not a county;

(d) "Permanent improvements" shall include the purchase or rental of a residence for a teacher, or of a school site, the erection or rental of a school house, the enlargement of both or either of them, changing the system of heating or ventilation, the erection of fences, outhouses and gymnasium, the purchase of school furniture, maps and apparatus, library, and all other appliances required by the Regulations;

(e) "Regulations" shall mean the Regulations made by the Minister under *The Department of Education Act.* 9 Edw. VII., c. 90, s. 2, *amended.*

3.—(1) Subject to the Regulations, and to the approval of the Minister the Public School Board of any municipality or school section or a Separate School Board may establish and maintain one Continuation School with a staff of at least one teacher engaged for his whole time. 9 Edw. VII., c. 90, s. 4 (1), *amended.*

(2) The Board shall have in respect of such Continuation School all the powers conferred on Public or Separate School Boards, as to acquiring a school site, erecting buildings and additions to existing buildings and providing equipment for and paying the cost of permanent improvements and of the maintenance of such Continuation Schools. 9 Edw. VII., c. 90, s. 4 (2), *amended.*

(3) Subject to the Regulations, and to approval of the Minister, agreements may be entered into by two or more Public School Boards or by one or more of such Boards and one or more Separate School Boards for the establishment and maintenance of a Continuation School to be conducted in some place agreed upon by the Boards for the benefit of the pupils from all of such schools, and any such

agreement shall specify the proportion of the cost of the establishment and maintenance of the Continuation School to be paid by each of such Boards or shall provide for the manner in which such proportion shall be determined. 9 Edw. VII., c. 90, s. 4 (3), *amended*.

(4) A Continuation School established under subsection 3 shall be under the control and management of a committee composed of not more than two-thirds of the members of each of the Boards by which it is established, who shall be appointed by such Boards respectively. *New*.

(5) The committee shall be a body corporate and shall be styled The Board of Trustees of the Continuation School of the (naming the municipality or school section or sections). *New*.

(6) Where the Board of a union school section establishes or enters into an agreement with any other Board for the establishment of a Continuation School, the council of each municipality included or part of which is included in the union school section shall levy and collect upon the taxable property in the union school section within its jurisdiction its share of the expense of establishing and maintaining such Continuation School according to the equalized assessment as provided by *The Public Schools Act* of the part of the union school section comprised in the municipality. 9 Edw. VII., c. 90, s. 4 (5).

(7) Subject to subsection 8 for the purposes of subsections 1 and 2 of section 91 of *The Public Schools Act* a Continuation School shall be deemed a public school. 9 Edw. VII., c. 90, s. 4 (6).

(8) Where the Continuation School is established by one or more Public School Boards the amount to be levied and collected by the Township Council under section 91 of *The Public Schools Act* shall be levied upon the taxable property of the public school supporters, and where the school is established by one or more separate School Boards the amount to be levied shall be levied upon the supporters of such separate schools.

4.—(1) All sums required to be provided for the support of a Continuation School established under section 3, after deducting from the expenditures the Legislative and county and other municipal grants, shall be provided for by a rate levied—

(a) Where the school is established by the Board of an urban municipality or of a public school section, or by the Board of an urban municipality and one or more public school sections, or by the Boards of two or more public school sections on the property liable to assessment and taxation for public school purposes in such municipality or school section or sections;

(b) Where the school is established by the Board of a separate school, on the property liable to assessment and taxation for separate school purposes;

(c) Where the school is established by one or more Public School Boards and one or more Separate School Boards, on the property liable to assessment and taxation for public school purposes in the municipality or section or sections and on the property liable to assessment and taxation for separate school purposes in the proportions fixed by or under the agreement for the establishment of the school. *New*.

5.—(1) Pupils whose parents are supporters of the school may be admitted free or charged such fees as the Board may determine, but such fees shall be uniform for all such pupils.

(2) Pupils whose parents are not supporters of the school may be admitted for the first year after the establishment of the school on payment of such fees as may be mutually agreed upon by the Board and the parents of the pupils, and thereafter on the payment of such fees as the Board may determine, but all such fees shall be uniform, and the fee shall not exceed an amount equal to the cost per pupil of the maintenance of the school as ascertained by taking the total cost of maintenance of the school for the year next preceding after deducting the amount of the Legislative and county grants and dividing it by the average number of all the pupils in attendance for the same year.

(3) The Board of any other public or separate school may agree with the Board by which the Continuation School is established, or the Board of the Continuation School, as the case may be, for the payment by such first mentioned Board of a lump or other annual sum in lieu of the fees payable under subsection 2. 9 Edw. VII., c. 90, s. 4 (7), s. 8. *Amended.*

6. A Continuation School shall not be established or maintained in a municipality in which a high school is maintained, or in any other part of a high school district. 9 Edw. VII., c. 90, s. 9, *amended.*

7. The Council of the county in which the Continuation School is situate shall pay towards the maintenance of such school a sum equal to the amount apportioned to the school by the Minister out of the Legislative grant.

8.—(1) The Council of the county may contribute such further sum as it may deem expedient towards permanent improvements or to the maintenance of Continuation Schools situate in the county, but any sum so contributed, except as provided by subsection 2, shall be apportioned among all such Continuation schools, in proportion to the amount which the Council is required to contribute to their support. 9 Edw. VII., c. 90, s. 10 (1), *amended.*

(2) The Council of a county may by a two-thirds vote of all the members thereof pass by-laws for granting additional aid to any one or more of the Continuation Schools in the county without making a similar provision for the other Continuation Schools therein. *New.*

(3) The Council of united counties may apportion the amount to be levied for Continuation Schools so that each county in the union shall be liable only for sums payable in respect to Continuation Schools situate therein. 9 Edw. VII., c. 90, s. 10 (2).

(4) Where an Agricultural Department is established by the Minister in a Continuation School, the Council of the county in which the Continuation School is situate shall on or before the 15th day of December in each year pay to the Board of the school in which such department is established the sum of \$500, which shall be applied by the Board to the purposes of such department. 9 Edw. VII., c. 90, s. 10 (3).

(5) Where the Continuation School is situate in an urban municipality, or in a union school section parts of which are in two or more counties, the amount payable under subsections 1 and 4 by the corporation of each county shall be determined in the manner provided by section 29 of *The Public Schools Act*. *New*.

9. Pupils whether resident or non-resident may be admitted to a Continuation School in accordance with the Regulations governing the admission of pupils to high schools. 9 Edw. VII., c. 90, s. 11, *amended*.

10. Every teacher appointed as Principal or Assistant in a Continuation School shall possess the qualifications prescribed by the Regulations. 9 Edw. VII., c. 90, s. 12.

11. The courses of study in Continuation Schools shall be such as are prescribed by the Regulations. 9 Edw. VII., c. 90, s. 13.

HIGH SCHOOLS ACT

11. A High School Board, a Public School Board and a Continuation School Board, or any one or more of such Boards may engage the services of any person holding the degree of Bachelor of Science of Agriculture or other certificate of qualification from the Ontario Agricultural College and approved of by the Minister, to give instruction in agriculture to the pupils of their respective schools.

HIGH SCHOOL ENTRANCE EXAMINATIONS

General

44. Subject to the Regulations—

(a) Candidates who pass the uniform entrance examination for high schools held by boards of examiners provided for in this Act shall be granted admission to the high schools conducted by day.

(b) Candidates who have completed the course prescribed for the fourth form of the public school or who have in the opinion of a board of examiners completed a course which gives them an equivalent standing may in the discretion of such board of examiners be by it admitted to the high schools conducted by day without passing such entrance examination.

44a. A candidate shall be entitled to enter a high school while it is conducted at night if in the opinion of the principal of the high school and of the public school inspector or the chief public school inspector of the high school district, after due examination or other investigation he is competent to take up the subjects as prescribed by the Regulations, but such admission shall not entitle him to admission to the high school when conducted by day.

44a (1) Subject to the regulations the Minister may establish an examination for entrance to the Middle School of the High Schools for those who have completed the course prescribed for the Lower School of the High Schools, and such examinations shall be known as "The Senior High School Entrance Examination."

(2) After the establishment of such examination the Entrance Examination provided for by section 44 shall be known as "The Junior High School Entrance Examination."

45. (1) Subject to the Regulations, any person actually engaged in teaching in the High School District who holds—

(a) A permanent High School certificate, or

(b) A permanent First Class certificate, or

(c) A Provincial Second Class certificate, and has had five years' experience as a teacher,

may be appointed a presiding officer or a member of a board of examiners.

(2) The Minister may suspend any member of the Board from membership therein for such period as he may deem expedient in case of the failure of such member to properly observe the Regulations with regard to High School Entrance Examinations, or of being guilty of other misconduct in office.

(3) The Minister may appoint some other qualified person to act in the place of the member so suspended.

In the Counties

46. (1) (a) In a county in which one or more high schools have been established, one or more examination centres shall be established by the high school board from time to time in each district and in other parts of the county by the county council. The county clerk or the secretary of the board, as the case may be, shall give due notice to the public school inspector of the establishment of such centres, and the inspector shall attach each centre established by the county council to the centre or centres of one of the high school districts.

(b) A high school district shall be under one board of examiners. The public school inspector of an inspectorate in which a high school centre or attached county centre is situate, and the high school principal or principals in the high school district shall be members of the board of examiners. The public school board and the board of separate school trustees, if any, of the city, town or village in which the high school is situate, may each, on or before the first day of June in any year, appoint an additional member to the board. The county council may, also, on or before the 1st day of June in any year, appoint the principal of one continuation school having a staff of at least two teachers, to be a member of the board of examiners of the high school district to the centre or centres of which his county centre is attached.

(2) (a) In a county in which no high school has been established, the county council, at its meeting in June, in each year, shall appoint a county board of examiners, consisting of the public school inspectors, with as many more members as may appear to be necessary, and preference shall be given to the principals of the continuation schools of the county.

(b) The county council shall also establish such county centres as it may deem necessary, and the county clerk shall notify the public school inspectors of the establishment of such centres.

(3) Subject to the Regulations, every board of examiners shall in each year appoint such additional members as may be required.

(4) Subject to the regulations, the expenses of examination shall be paid, on the requisition of the chairman of the board of examiners, in the case of county centres, by the treasurer of the county, and in the case of the high school district centres, by the treasurer of the high school board.

(5) The county council or the high school board, as the case may be, may impose a fee not exceeding \$1 upon each candidate at the county and the high school district centres, which shall be paid by the candidate as prescribed by the Regulations, and shall be paid over at or before the close of the written examination, to the treasurer of the county or of the board, as the case may be.

In the Territorial Districts

47.—(1) (a) Where there are one or more high schools in a public school inspectorate in territory without county organization there shall be a board of examiners for each high school. The inspector for the inspectorate in which the high school is situate and the high school principal or principals in the high school district shall be members of the board. The public school board and the board of separate school trustees, if any, of the city, town, or village in which the high school is situate, may each, on or before the first day of June of any year, appoint an additional member. Subject to the Regulations, the board of examiners, in each year shall appoint such additional members as may be required, and preference shall be given to the principals of continuation schools in the inspectorate.

(b) One or more centres shall be established by the high school board in each high school district, and with the approval of the Minister, other centres may be selected and attached by the public school inspector to one of the high school district centres in his inspectorate.

(2) (a) In an Inspectorate in which no high school has been established there shall be a board of examiners, consisting of the public school inspector and as many more members as may appear to him to be necessary, appointed by the inspector, with the approval of the Minister, and preference shall be given to the principals of continuation schools in the inspectorate.

(b) In such inspectorates, the centres shall be selected by the inspector, with the approval of the Minister.

(3) Subject to the Regulations, the expenses of the examinations shall be paid by the Minister out of any money appropriated by legislation and applicable to that purpose.

PUBLIC SCHOOLS ACT

DUTIES OF TEACHERS

82. It shall be the duty of every teacher:—

(a) To teach diligently and faithfully the subjects in the public school course of study as prescribed by the Regulations; to maintain proper order and discipline in the school; to encourage the pupils in the pursuit of learning; to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, loyalty, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues;

(b) To use the English language in instruction and in all communications with the pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a text book may be conducted in the language of the text book;

(c) To see that the school house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning and five minutes before the time of opening in the afternoon; to call the roll every day according to the register prescribed by the Regulations; to enter in the visitors' book visits made to the school; to give the inspector, trustees and visitors access, at all times, to the register and visitors' book; and to deliver the register, the school house key and other school property in his possession to the board on demand, or when his agreement with the board has expired, or when for any reason his engagement has ceased;

(d) To classify the pupils according to the courses of study prescribed by the Regulations; to conduct the school according to a time-table accessible to pupils and visitors; to prevent the use by pupils of unauthorized text-books; to attend regularly the teachers' institutes in the inspectorate; to notify the board and inspector of his absence from school, and the cause thereof; and to make at the end of each school term, and subject to revision by the inspector, such promotions from one class or form to another as he may deem expedient;

(e) To hold closing exercises of the school, and to give due notice thereof to the board, to any school visitors who reside in the school section, and through the pupils, to their parents or guardians, and to hold such other examinations as may be required by the inspector for the promotion of pupils, or for any other purpose as the inspector may direct;

(f) To furnish to the Minister and the inspector any information which it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils and any other matter affecting the interests of the school, and to prepare such reports of the board as are required by the Regulations;

(g) To give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school house, to the care of all maps, apparatus and other school property, to the preservation of shade trees and

the orderly arrangement and neat appearance of the playgrounds, and to report promptly to the board and to the municipal health officer the appearance of any infectious or contagious disease in the school, or the unsanitary condition of the school house, outhouses or surroundings;

(h) To refuse admission to the school of any pupil who he believes is affected with, or exposed to chickenpox, smallpox, cholera, glanders, scarlet fever, scarlatina, diphtheria, whooping cough, measles, mumps, or other infectious or contagious disease or consumption until furnished with a certificate of a medical health officer or of a duly qualified medical practitioner approved by him that all danger from exposure to contact with such pupil has passed.

(i) To suspend any pupil guilty of persistent truancy, or persistent opposition to authority, habitual neglect of duty, the use of profane or improper language or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil, and the board, of such suspension, but the parent or guardian of any pupil suspended may appeal against the action of the teacher to the board which shall have power to remove, confirm or modify such suspension.

AGREEMENTS

85.—(1) Every agreement between a board and a teacher shall be in writing, signed by the parties thereto, and sealed with the seal of the board.

(2) No persons shall be employed or act as a teacher unless he holds a certificate of qualification.

(3) Unless otherwise expressly agreed a teacher shall be entitled to be paid his salary in the proportion which the number of days during which he has taught bears to the whole number of teaching days in the year.

(4) Every teacher shall be entitled to his salary notwithstanding his absence from duty on account of sickness for a period not exceeding four weeks in any one year of his employment, if the sickness is certified to by a physician, but that period may be extended at the pleasure of the board.

(5) If at the expiration of a teacher's engagement his salary has not been paid in full, the salary shall continue to run at the rate mentioned in the agreement until paid, provided always that an action shall be commenced within three months after the salary is due and payable.

(6) All matters of difference between boards and teachers, in regard to salary or other remuneration, whatever may be the amount in dispute shall be determined in the Division Court of the division where the cause of action arose, subject to appeal, as provided by this Act. 1 Edw. VII., c. 39, s. 81.

(7) If it appears to the Judge on the trial of an action for the recovery of a teacher's salary that there was reasonable ground for the board disputing its liability, and that it was willing and offered to pay to the teacher any sum not so in dispute, the Judge may relieve the board from the liability imposed by subsection 5, in whole or in part.





SUPERANNUATION

105. Every teacher and inspector whose name was, on the 30th day of March, 1886, entered as having contributed to the fund for superannuated teachers, may continue to contribute to such fund in such manner as may be prescribed by the Regulations, the sum of at least \$4 annually, but no payment of arrears which accrued before the 1st day of January, 1885, shall be allowed.

106. On the death of a teacher or inspector, the wife, husband, or legal representative of such teacher or inspector, shall be entitled to receive the amount paid into the superannuation fund by such teacher or inspector, with interest at the rate of seven per cent. per annum.

107.—(1) Every teacher and inspector who, while engaged in his profession, has contributed to the superannuated teachers' fund as provided by this Act, shall on reaching the age of sixty years, if he retires from the profession, receive an annual allowance at the rate of \$6 per annum for every year of service in Ontario, upon furnishing evidence of good moral character, age and length of service.

(2) A teacher or inspector who has reached the age of sixty years shall not be disqualified for superannuation by reason of his having retired from active service before reaching that age if he has served for a period of thirty years.

(3) Every teacher and inspector under sixty years of age who has so contributed and who is disabled from practising his profession shall be entitled to a like annual allowance upon furnishing evidence as to length of service, moral character, and disability.

(4) Every superannuated teacher and inspector who holds a first or second class provincial certificate, or a first-class county board certificate, and every principal of a high school or collegiate institute shall be entitled to receive a further allowance at the rate of \$1 per annum for every year of service while he held such certificate or while he acted as principal of a high school or collegiate institute.

(5) The retiring allowance shall cease at the close of the year in which the death of the recipient takes place.

(6) If a superannuated teacher or inspector, with the consent of the Minister, resumes the profession of a teacher or inspector, his allowance shall be suspended during the time he is so engaged, and if he is again placed on the superannuation list an allowance for the additional time of service shall be made on compliance with this Act and the Regulations.

(7) A teacher or inspector who, having resumed his profession, wilfully draws or continues to draw upon the superannuation fund, shall forfeit all claim to the fund, and his name shall be struck off the superannuation list.

(8) A teacher or inspector who retires from the profession, or who desires to remove his name from the list of contributors to the superannuation fund, shall be entitled to receive back one-half of any sum contributed by him to the fund.

(9) Where a teacher or inspector does not avail himself of the provisions of section 103 or of subsection 8 of this section, the provisions of sections 103 to 105 shall apply so far as relates to all sums already paid by him into the superannuation fund.

108. (1) Subject to the Regulations, the public school board of a city or town may make such annual grant as may be deemed proper for the establishment of in aid of a superannuation fund for the teachers and officers of the board of such city or town, and may make rules prescribing the terms and conditions upon and under which they shall be entitled to participate therein and may make a term of the engagement of a teacher or officer that he shall contribute to the fund such annual sum as may be prescribed by such rules.

(2) A board may invest any money received through legacy, gift or otherwise, and for such purposes may have and may exercise the powers conferred upon trustees by *The Trustees Act*.

109. Where a teacher, inspector, or officer of a board whose time is entirely devoted to the work of the board retires, having reached the age of 60 years, or after having been for 20 years in the service of the board, the board, in the case of a teacher, city inspector or other officer, and the county council in the case of a county inspector, may grant him an annual allowance not exceeding the salary which he was receiving at the time of retirement, or may make a grant to him by way of gratuity of a sum not exceeding the present value of such annual allowance computed on the basis of interest at the rate of four per centum per annum.

SCHOOL YEAR AND HOLIDAYS

7.—(1) The school year shall consist of two terms, the first of which shall begin on the first day of September, and shall end on the twenty-second day of December, and the second of which shall begin on the 3rd day of January and end on the 29th day of June.

(2) Every Saturday, every public holiday, the week following Easter Day, and every day proclaimed a holiday by the authorities of the municipality in which the teacher is engaged, shall be a holiday in public schools.

PENALTIES AND PROHIBITIONS

112. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion.

116. A trustee shall not be eligible for appointment as public school inspector or teacher, nor shall the teacher of a high, public or separate school hold the office of public school trustee, nor shall an inspector be a teacher or trustee of a high public or separate school while he holds the office of inspector.

120. Any person who wilfully interrupts, or disquiets the proceedings of a school meeting, or a public school, by rude or indecent behaviour, or by making a noise either within the place where such meeting is held or such school is kept, or so near thereto as to interfere with the proceedings of the meeting or order of exercises of the school, shall for each offence incur a penalty not exceeding \$20.

126. If the board of a rural school section neglects to transmit to the inspector, in accordance with the Regulations a correct and verified statement of the attendance of pupils in each of the schools under its charge during the twelve months then immediately preceding, the section shall not be entitled to its share of the legislative grant for such twelve months, and every member of the board so neglecting shall be personally responsible for the amount of the loss of such share.

127. If the board of any school section neglects to prepare and forward such annual statement to their county inspector by the 15th day of January in every year, each of them shall, for every week thereafter until such statement has been prepared and presented, incur a penalty not exceeding \$5.

128. If a trustee knowingly signs a false report, or if a teacher keeps a false school register, or makes a false return, he shall, for every offence incur a penalty not exceeding \$20.

130. If an annual or other rural school meeting has not been held for want of the proper notice, every trustee or other person whose duty it was to give the notice, shall incur a penalty of \$5.

SEPARATE SCHOOLS ACT

SUPERANNUATION

81. Every teacher and inspector whose name was, on the 30th day of March, 1886, entered as having contributed to the fund for superannuated teachers may continue to contribute to such fund in such manner as may be prescribed by the Regulations, at least \$4 annually, but no payment of arrears which accrued before the first day of January, 1885, shall be allowed.

82. On the death of any such teacher or inspector, the wife, husband, or legal representative of such teacher or inspector shall be entitled to receive the amount paid into the superannuation fund by such teacher or inspector, with interest at the rate of seven per cent. per annum.

83.—(1) Every such teacher and inspector who, while engaged in his profession has contributed to the fund for superannuated teachers as provided by this Act, shall on reaching the age of sixty years, if he retires from the profession, receive an allowance at the rate of \$6 per annum, for every year of service in Ontario, upon furnishing evidence of good moral character, age and length of service.

(2) A teacher or inspector who has reached the age of sixty years shall not be disqualified for superannuation by reason of his having retired from active service before reaching that age, if he has served for a period of thirty years.

84. Every such teacher and inspector under sixty years of age, who has so contributed, and who is disabled from practising his profession, shall be entitled to a like annual allowance, upon furnishing evidence as to length of service, moral character and disability.

85.—(1) Every superannuated teacher and inspector who holds a first or second class provincial certificate, or a first class county board certificate, or who has been a principal of a high school or collegiate institute, shall be entitled to receive a further allowance at the rate of \$1 per annum for every year of service while he held such certificate, or while he acted as principal of a high school or collegiate institute.

(2) The retiring allowance shall cease at the close of the year in which the death of the recipient takes place.

86. If a superannuated teacher or inspector, with the consent of the Minister, resumes the profession of a teacher or inspector, the payment of his allowance shall be suspended during the time he is so engaged; and if he is again placed on the superannuation list, an allowance for the additional time of service shall be made on compliance with this Act, and the regulations.

87. A teacher or inspector who, having resumed his profession wilfully draws or continues to draw upon the superannuation fund, shall forfeit all claim to the fund, and his name shall be struck off the superannuation list.

88. A teacher or inspector who retires from the profession, or who desires to remove his name from the list of contributors to the superannuation fund, shall be entitled to receive back one-half of any sum contributed by him to the fund.

89. Where a teacher or inspector does not avail himself of the provisions of section 81, or of section 88, sections 82 to 87 shall apply so far as relates to all sums already paid by them into the superannuation fund.

90.—(1) Subject to the Regulations, the separate school board of a city or town may make such annual grant as may be deemed proper for the establishment or in aid of a superannuation fund for the teachers and officers of the board of such city or town, and make rules prescribing the terms and conditions upon and under which they shall be entitled to participate therein, and may make it a term of the engagement of a teacher or officer that he shall contribute to the fund such annual sum as may be prescribed by such rules.

(2) A separate school board may invest any money received through legacy, gift, or otherwise, in its hands for the purposes of a superannuation fund, and as to such money may have and may exercise the powers conferred upon trustees.

TERMS AND HOLIDAYS

91.—(1) The school year shall consist of two terms, the first of which shall begin on the 1st day of September and shall end on the 22nd day of December, and the second of which shall begin on the 3rd day of January and end on the 29th day of June.

(2) Every Saturday, every public holiday, the week following Easter Day, and every day proclaimed a holiday by the authorities of the municipality in which the teacher is engaged shall be a holiday.

PENALTIES AND PROHIBITIONS

92. If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on account of the use of such book or any less sum at its discretion.

94. A trustee of a separate school shall not be eligible for appointment as separate school inspector or teacher, nor shall the teacher of a high, public or separate school hold the office of trustee of a separate school, nor shall an inspector be a teacher or trustee of any separate school while he holds the office of inspector.

97. Any person who wilfully interrupts or disquiets the proceedings of a school meeting or a separate school by rude or indecent behaviour, or by making a noise either within the place where such meeting is held or such school is kept, or so near thereto as to interfere with the proceedings of the meeting or order of exercises of the school, shall, for each offence, incur a penalty not exceeding \$20.

105. If a board neglects to transmit its annual report to the Minister in accordance with paragraph 12 of section 45, each of them shall, for every week during which the default continues and until such report is transmitted, incur a penalty of \$5.

106. If a trustee knowingly signs a false report, or if a teacher keeps a false school register, or makes a false return, he shall, for every offence, incur a penalty not exceeding \$20.

DEPARTMENT OF EDUCATION ACT

28.—(1) A teacher, trustee, inspector, or other person officially connected with the Department, or with any normal, model, public, or high school or collegiate institute, or other institution which is under the management or control of the Department, shall not sell or become or act as agent for any person to sell or to promote in any way the sale of any school library, prize or text book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute or other institution aforesaid or for the use of any pupil thereof, nor shall he receive, directly or indirectly, compensation or other remuneration or the equivalent for so doing.

(2) For any contravention of subsection 1 a teacher shall incur a penalty of \$50; a trustee shall incur a penalty of \$100; an inspector shall incur a penalty of \$500; and any other person so officially connected shall incur a penalty of \$100.

(3) Any person, firm or corporation and any agent of a person, firm or corporation who employs a teacher, trustee, inspector, or any other person officially connected with the Department or with any normal, model, public or high school or collegiate institute, or other institution which is under the management or control of the Minister, to sell or become or act as agent for or to promote in any way the sale of any school library, prize or text book, map, chart, school apparatus, furniture, stationery or other article for the use of any normal, model, public or high school, collegiate institute, or other institution aforesaid, or who directly or indirectly gives or pays to any such teacher, trustee, inspector or other person, compensation or remuneration, or the equivalent thereof for so doing, shall for every such offence incur a penalty of \$500.

(4) Any gift or payment made to a teacher, trustee, inspector or other person so officially connected by any person, firm or corporation interested either as principal or agent in any such sale, shall be *prima facie* evidence of a violation of this section.

(5) The penalties imposed by this Act shall be recoverable under *The Ontario Summary Convictions Act*.

(6) The penalties recovered under this Act shall be applied to such school purposes as the Minister may direct.

(7) No prosecution for any of the penalties mentioned in this section shall be instituted without the written consent of the Attorney-General or his deputy.

(8) This section shall not apply to sales made by a trustee who is a merchant or bookseller in the ordinary and regular course of his business as such, and made at his shop or place of business.

Departmental Examinations

ADMISSION TO THE HIGH SCHOOLS

Except where otherwise stated, the Entrance Board in the following Regulations means the High School Entrance Board of Examiners, consisting of the members appointed under Sections 46 (b), (2) (a), and 47 (1), (a) and (2) (a) of the High Schools Act of 1909.

1. *Mutatis mutandis* the following regulations apply to both the High and Continuation Schools and, subject to them, candidates may be admitted to either the Lower School of the High or Continuation Schools on passing the Junior High School Entrance examination or to the Middle School on passing the Senior High School Entrance examination.

JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION

SUBJECTS

2. (1) Candidates for admission to the Lower School shall have completed the courses in the following groups of subjects in accordance with the Regulations for Form IV of the Public and Separate Schools:—

GROUP I—History, Art, Hygiene, and Nature Study.

In addition to the foregoing subjects, an Entrance Board may prescribe Manual Training or Agriculture and Horticulture for boys, and Household Science for girls, who are candidates from schools where these subjects are taken up in Forms I-IV in accordance with the special Regulations pertaining to said subjects.

GROUP II—Oral Reading, Writing, Spelling, Geography, Grammar, Literature, Composition, and Arithmetic.

(2) (a) Candidates are also required to have read carefully during the preceding school year at least four suitable works in English Literature (at least two of which shall have been read in class), selected by the Principal for each pupil from a list prescribed by the Minister.

(b) A certificate from the Principal to this effect shall be submitted by him to the Public School Inspector before the examination begins, in the case of those who take the written examination, and when directed by the Entrance Board, in the case of those who claim admission on the Principal's certificate.

(c) Without this certificate, the candidate shall not be admitted to the written examination in Group II.

NOTE.—The four works in English Literature shall be provided in the school library or bought by the pupils as the Board of Trustees may direct.

(3) Candidates shall also have memorized the list of selections prescribed by the Minister. See Circular 58.

NOTE.—The question paper in Literature will be based partly on passages from the Fourth Reader and partly on sight passages. On this paper the candidate's knowledge of the selections for memorization shall also be tested.

ADMISSION TESTS

3. In accordance with *The High Schools Act* and subject to the Regulations hereinafter contained an Entrance Board shall admit candidates to the Lower School of a High School in accordance with the following scheme:

(1) (a) In the case of group I, on a written examination in one or more of the subjects of the group on questions prepared by those of its members whose pupils are not candidates at the examination, the certificate of the Principal of the Public, Separate or Normal-Model School being accepted in lieu of an examination in the other subject or subjects; or on the certificate of the Principal of the Public, Separate or Normal-Model School in regard to all the subjects of the group; and—

(b) In the case of Group II, at a written examination in all the subjects of the group, in accordance with the Regulations contained herein, on question papers prepared by a Provincial Board appointed by the Minister; or on the certificate of the Principal of the Public, Separate or Normal Model School.

(2) The certificate of the Principal prescribed in (1), (a) and (b) above shall state that the candidates from his school whom he recommends for admission have completed satisfactorily the courses prescribed in the group or groups and shall be accepted by the Entrance Board only after due investigation thereby of the character of his teaching, organization, and management.

(3) Candidates who are not admitted on the Principal's certificate shall take the aforesaid examinations, as the Entrance Board may direct.

(4) As early as possible in each school year, the Entrance Board shall notify the Inspector in charge of the Separate Schools in its district, of the system of admission it has decided to adopt.

(5) On the report of the High School Inspector that the attainments of the pupils admitted on the certificate of a Principal are not satisfactory, the Minister may order that the system of admission be amended, or that, until further notice by him, the pupils from such school shall be admitted thereafter under the examination system.

(6) The Principal of a High School may accept a Junior Public School Graduation Diploma in lieu of a Junior High School Entrance certificate.

ADMISSION ON EXAMINATION

4. (1) The written examination on the subjects of Group I shall be held annually at such centres and on such dates as the Entrance Board may select;

(2) The written examination on the subjects of Group II shall be held annually in June at the centres provided in the High Schools Act, in accordance with a timetable to be issued by the Minister from time to time.

Duties of Candidates and Inspectors

5. (1) Either directly or through the Principal each candidate shall notify the Public School Inspector concerned before April 15 of the examination centre at which he purposes writing.

(2) The Inspector shall notify the Deputy Minister not later than April 20th in each year on a form to be supplied by the Department, of the number and location of the Entrance centres in his inspectorate, the name and address of each Presiding Officer, and the probable number of candidates for examination at each of such centres. Immediately thereafter he shall send to each Presiding Officer one copy of the Circular of Instructions.

(3) When a candidate has not been prepared in a Public, Separate, or Normal Model School, or when an applicant applies to write at a centre outside of the inspectorate in which is situated the school at which he has been prepared, the Inspector shall deal with the case in accordance with any general rule adopted by the Entrance Board; or, if he deems it necessary, he shall make a timely report of the case to the Entrance Board for its action thereon.

Fees

6. Where candidates are charged fees, as provided in the High Schools Act, such fees shall be collected by the Chief Presiding Officer at each centre before the close of the first day of the examination, and shall be paid over at or before the close of the written examination to the Treasurer of the County or of the High School Board, as the case may be.

Report from Principal

7. (1) (a) Before the examination begins, a report as to the standing of his candidates in the subjects of the examination shall be sent by the Principal to the Public School Inspector for the consideration of the Entrance Board in connection with the examination results.

(b) Only the names of the candidates who, in the opinion of the principal, have satisfactorily completed the course for this examination may be included in the report.

(2) On application to the Deputy Minister, blank forms for the use of Principals in making their reports on the standing of their candidates at the examination will be sent to the Inspector, who shall state the number required. A suitable form of report should be used in all the inspectorates, but not necessarily that prepared by the Department.

(3) The reliability of the Principal's report shall be tested by a comparison of the marks assigned to the candidate from the school in the Principal's report with those obtained by the candidate at the examination.

(4) A report that does not meet the foregoing test satisfactorily shall not be taken into account in settling the results.

Valuation of Answer-Papers

8. (1) (a) At the examination in Group II the answer papers shall be valued and the results reported to the Minister by the Entrance Board.

(b) The marks for the subjects of Group II shall be apportioned as follows:

Oral Reading, Writing, Spelling, each 50; Literature, Grammar, Composition, Geography, and Arithmetic, each 100.

(c) Two marks shall be deducted for each misspelt word in the answer paper in Spelling.

(2) (a) At the examination in Group I, the answer papers shall be valued and the results settled by the Entrance Board.

(b) At this examination each subject shall be valued at 100 marks.

(3) (a) In addition to the deductions for mistakes in the answer paper in Spelling, reasonable deductions shall be made for misspelling in all the other answer papers in the Group or Groups.

(b) Deductions shall also be made in each Group for lack of neatness.

Pass and Honour Standing

9. (1) (a) (i) At the examinations in Group II., a candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks shall be entitled to Pass standing in the Group.

(ii) Candidates who obtain 75 per cent. of the aggregate of the marks for the examination shall be entitled to Honour standing.

(b) When a written examination is held in any or all of the prescribed subjects of Group I, the Pass percentages shall be fixed by the Entrance Board. At this examination the results shall be settled wholly by the Entrance Board.

(2) When a candidate is near the Pass mark in either Group, the members of the Entrance Board, and the Assistant Examiners, when needed, shall re-read as many of his answer papers as may be necessary to settle the question of his fitness to take up High School work.

(3) At the examination in Group II the Entrance Board may recommend to the Minister for Pass Standing a candidate who has not made less than 25 per cent. in any subject and who has made above the prescribed aggregate, not less than 4 marks for each defect of one mark in the subject.

(4) No candidate shall be admitted to a High School who has not passed in both Groups, and both Groups shall be taken in the same year.

(5) (a) After due investigation the Entrance Board may admit in Group I and may recommend to the Minister for admission in Group II, a candidate whose case deserves special consideration on account of age, illness affecting the examination, or other like unavoidable causes of failure at or absence from all or part of the examination, who intends to enter a High School the following September, and who, in the judgment of the Entrance Board, is able to take up the work of the High School. In the case of Group II, full particulars shall be given in the report to the Minister.

(b) Allowance for age shall not be made in the case of a candidate:

(i) who is not at least fifteen years of age; or

(ii) who makes less than 25 per cent. of the marks in any subject; or

(iii) who, in the opinion of the Entrance Board, is not able to carry on the work of the High School.

(6) The Chairman of the Entrance Board may also submit a case to the Board for consideration on the complaint of any candidate or of any other person.

(7) In making allowances, the Entrance Board shall also take into account the Principal's report provided for in Regulation 7, and when, in the case of Group II, special allowance is recommended in consideration of the report, this fact shall be noted in the "Remarks" column of the Entrance Board's report to the Minister.

ADMISSION ON CERTIFICATE

10. (1) When an entrance Board admits candidates from a school on the Principal's certificate, in Group I or Group II, or in both Groups, it shall report in full the details of the system it has adopted in making such admissions.

(2) Such Entrance Board shall have authority to make the following provisions with such modifications thereof as it may deem suitable:

The Public or the Separate School Inspector, as the case may be, shall make a special report to the Entrance Board, when so directed by it, in the case of all schools in his inspectorate preparing candidates for admission to the High Schools, as to whether the subjects prescribed therefor in Groups I and II respectively are being satisfactorily taken up; and, in the event of the Entrance Board's deciding to accept the certificate of the Principal, the Inspector shall direct the Principal of such school to forward to the Secretary of the Entrance Board on or before June 1st, for the consideration of the Entrance Board, a certified copy of the time-table in use since the Inspector's last visit, with copies of the promotion examination papers in the Group or Groups, and any other records or particulars the Entrance Board may require.

(3) The Entrance Board's decision as to the acceptance or rejection of the Principal's certificate shall be forwarded to him by the Secretary of the Board, but not later than June 5th.

ADMISSION BETWEEN EXAMINATIONS

11. (1) In the interval between examinations, and subject to the Minister's approval, a candidate who has been prepared on a different course in another Province or Country may be admitted to a High School by the Principal, with the concurrence of the Public School Inspector, if, after due investigation and examination, he is, in their judgment, able to take up the work of the High School.

(2) Before the pupil is admitted, a report showing the age and the attainments of such pupil, with the reasons for his admission, and signed by the High School Principal and Public School Inspector, shall be submitted to the Minister.

CERTIFICATES

12. (1) Subject to the Minister's approval, the decision of an Entrance Board shall be final with regard to the admission or rejection of any candidate.

(2) Each candidate admitted to a Day or Night High School shall be entitled to a certificate signed by the Chairman and the Secretary of the Entrance Board.

• ORGANIZATION OF THE DAY ENTRANCE BOARD

Composition

13. Except for special reasons approved by the Minister, no Day High School Entrance Board shall consist of fewer than three members.

CHAIRMAN

14. (1) The High School Principal, or the Senior High School Principal where there are more than one High School Principal, shall be Chairman of an Entrance Board.

(2) The Inspector or the Senior Inspector, as the case may be, shall be the Chairman of an Entrance Board on which there is no High School Principal.

15. (1) The Chairman of an Entrance Board shall call and preside over every meeting of the Board.

(2) He shall see that the Board performs all the duties assigned to it by the Regulations, including :—

- (a) Appointing Assistant Presiding Officers, a Secretary, one or more Assistant Secretaries, and Assistant Examiners when required.
- (b) Dividing the reading of the answer-papers among the members of the Board;
- (c) Verifying the certificates of standing;
- (d) Reading and valuing the answer-papers and determining the results; and
- (e) Considering special cases.

(3) He shall sign all certificates and reports and shall see that they are forwarded by the Secretary in due time.

(4) He shall certify to and transmit the necessary statements for all payments due the members of the Entrance Board.

SECRETARY

16. (1) The Public School Inspector, or one of the Public School Inspectors to be selected by the Entrance Board when there are more than one Inspector, shall be the Secretary of the Entrance Board. When the amount of work is too great for one, it shall appoint one or more Assistant Secretaries.

(2) (a) Where there is an Entrance examination, the Secretary or Secretaries shall enter and total in the minute book or other record the marks as reported by the Examiners, and, by indicating the passes, the doubtful cases and failures in subjects and totals, shall prepare the case of each candidate for the consideration of the Entrance Board.

(b) Where candidates are admitted without passing the Entrance examinations, the Secretary or Secretaries shall record the data which the Entrance Board accepted in making such admissions.

(c) The Secretary or the Secretaries shall also keep the other minutes of the Board, forwarding the prescribed reports to the Minister and the certificates to the successful candidates and their marks to the unsuccessful candidates.

(3) In an inspectorate in a territory without county organization where there is no High School, the Inspector shall perform the duties of both Secretary and Chairman.

EXAMINERS

17. (1) No Examiner, whether he be a member of one or of more than one Board, shall have assigned to him for valuation, at the examination in Group I or Group II, more than the equivalent of all the answer-papers of 75 candidates.

(2) Where an Inspector is a member of two or more Entrance Boards, he shall consult with the Chairman of each regarding the dates of the Board meetings and the number of answer-papers to be assigned to him for examination, in order that Regulation 18 (1) above may be duly observed, and that he may be able to attend the meetings of each Board.

18. Where the foregoing Regulation necessitates the appointment of assistant Examiners, as provided by *The High Schools Act*, preference shall be given in the following order to Examiners qualified under said Act and competent in the judgment of the Board:

(1) Teachers actually and regularly engaged in teaching in a Public or Separate School the classes not lower than those of **Form IV**.

(2) Teachers actually and regularly engaged in teaching the lowest classes of a High or Continuation School.

19. (1) As far as practicable, the answer papers of the different candidates shall be so distributed that the same Examiner shall read and value the answers in the same subject throughout, provided always that no Examiner shall read the answer-papers of his own pupils.

(2) (a) As far as practicable all the examiners shall value together enough of the answer-papers in each subject to enable them to maintain a uniform standard.

(b) In order also to secure as far as possible uniformity of standard two or more Entrance Boards may jointly value the answer-papers and settle the results.

(3) No one shall be permitted to examine the answer-papers except the members of the Entrance Board and the Assistant Examiners.

(4) When so directed by the Entrance Board, the Oral Reading of candidates in urban schools may be examined by a member of the Board at said schools during the school days immediately preceding those on which the High School Entrance examination is held, and in accordance with a time-table approved by the Principal.

PRESIDING OFFICERS

20. (1) At each centre there shall be a chief presiding officer and such assistant presiding officers as may be required under (2) below. The chief pre-

siding officer shall have the general oversight of the examination and the custody of the question papers and the answers, and both he and the assistant presiding officers shall be responsible directly to the Minister for the proper performance of their duties.

(2) The number of candidates under each presiding officer shall not exceed forty.

(3) The Principal of the High School shall be the chief presiding officer at his own school, and the Inspector may be the chief presiding officer at any other centre he may select.

(4) The other chief presiding officers, and the assistant presiding officers, shall be appointed by the Entrance Board.

(5) No presiding officer shall preside over his own pupils.

EXPENSES OF EXAMINATION

21. (1) A Presiding Officer at the examination in Group I or Group II shall be paid at the rate of \$5.00 a day, and an Assistant Presiding Officer at the rate of \$4.00 a day, for presiding at the examination.

(2) A Presiding Officer whose place of residence is not at the centre where he presides shall be allowed the usual cost of conveyance for one return trip between his place of residence and the centre at which he presides.

(3) An Examiner in Group I or Group II whose place of residence is not at the centre where the meetings of the Entrance Boards are held shall be allowed for each meeting of the Board the usual cost of conveyance for one return trip between the centre and his place of residence.

(4) Except with the consent of the High School Board, or the County Council, or the Minister, as the case may be, the allowance for said conveyance shall not exceed \$3.00.

22. (1) (a) The Examiners who set the question papers in Group I shall be paid at the rate of \$5.00 a paper.

(b) The Examiners who read the answer-papers of candidates at the examination in Group I shall be paid at the rate of 10c. an answer-paper, and at the examination in the subjects of Group II at the rate of 75c. a candidate.

(2) The Secretary shall be paid at the rate of 1c. for the entry of the aggregate of the candidate's marks in each subject, but his total remuneration shall not exceed the amount payable to each examiner under Regulation 18 (1) above: and when one or more assistant Secretaries are appointed the total remuneration of each shall not exceed that of the Secretary.

(3) For attendance at the meetings of the Entrance Board when making arrangements for the examinations or when settling the results, both in the case of the written examination and the acceptance of the teacher's certificate, each

member attending shall be entitled to \$5.00 per day of six hours' work, in addition to the fee to which he is entitled under (1) and (2) above.

23. (1) All payments under the High School Entrance Regulations shall be made on the itemized statement of the Chairman, as provided in *The High Schools Act*; but this statement shall not be rendered until the Minister has approved of the Entrance Board's report of the examination.

(2) The School Board at a centre, whether in a county or a territory without county organization, shall pay the cost of the stationery and any other necessary supplies and all other incidental expenses.

(3) A refund of any payment made to a Presiding Officer or Examiner may be required by the High School Board or the County Council in any case where it has been found subsequently to such payment that the Regulations have not been fully observed, and it shall be the duty of the Entrance Board to report to the School Board or the County Council for its action in any such case.

REPORTS TO DEPARTMENTS

24. (1) Where candidates are admitted either by written examination or on the certificate of the Principal, the Entrance Board shall transmit to the Deputy Minister, not later than fifteen days after the close of the examination, the report in the case of each candidate, in accordance with the particulars specified in the official form.

(2) After the 1st of October, no case may be reconsidered by the Entrance Board.

(3) Under no circumstances shall any information whatever, concerning the results, be made public until the Secretary of the Board has been so authorized by the Minister.

(4) The marks obtained by the candidates, whether they have been successful, or have failed, shall not be made public.

DISPOSAL OF ANSWER-PAPERS

25. (1) Except as provided in Regulation (2) (a) below, or when required by the Minister, the answer-papers of candidates at the examination in Group II shall not be forwarded to the Department, but are to be retained by the Chairman until May 31st of the following year.

(2) (a) The Board shall forward to the Department, per express prepaid, concurrently with the forwarding of its report of the examination, the answer-papers of all the candidates at the examination in Group II who have been recommended for special consideration and whose names appear in the report.

(b) The answer-papers for each centre shall be arranged by subjects, tied in one parcel, and the parcels for the several centres returned in one of the bags provided.

SENIOR HIGH SCHOOL ENTRANCE EXAMINATION

ADMISSION

26. (1) An examination for admission to the Middle School of a High School will be held in June of each year at such centres as the Minister may select, and in accordance with a time-table to be issued by him from time to time.

(2) Candidates who are in attendance at a High School, or at a Continuation School in which there is a Middle School, shall not be admitted to the Senior High School Entrance examination.

(3) Candidates shall make application to the Public School Inspector before May 1st on an official form to be obtained from him.

(4) The fee for this examination shall be \$5.00, \$3.00 of which shall be forwarded to the Department and \$2.00 to the Board of the School at which the examination is held. All or part of the fee may be paid by the County Council or the Board of the School from which the candidate comes.

SUBJECTS

27. (1) The subjects of examination shall be those prescribed for the Fifth Form of the Public and Separate Schools, as follows:

Oral Reading, English Literature, Geography, Spelling, English Composition, Writing, English Grammar, British and Canadian History, Arithmetic, and Algebra and Geometry, together with (1) Elementary Science and Art, *or* (2) Latin and French, *or* (3) Latin and German.

(2) (a) The examination in English Literature shall be based partly on sight passages and partly on the passages from the Literature prescribed, and the candidate shall submit to the Public School Inspector a certificate from the Principal that he has read during the year preceding the Examination, in addition to the works taken up regularly in the class, at least four works in English Literature, two in prose and two in poetry.

(b) The candidate shall also present a certificate that he has taken up practically, under the personal supervision of the teacher, and as prescribed by the Regulations, the course in Science on which he intends to write at his examination.

(c) Unless the candidate complies satisfactorily to the Public School Inspector, after due investigation and enquiry by him, with both of the foregoing conditions, he shall not be admitted to the examination at which the Science or the Literature is a subject taken by him.

(d) In the case of candidates not attending schools under the control of the Ontario Department of Education, the Inspector of Public Schools, after due investigation, shall satisfy himself before accepting the application of the candidate that the conditions prescribed in (a) and (b) above have been fully complied with.

(e) The candidate's knowledge of the selections prescribed for memorization will be tested on the Literature paper.

(3) (a) Candidates who take also at this examination the question paper in the Lower School Course in Manual Training, Household Science, or Agriculture and Horticulture, and who make at least 50 per cent. of the maximum, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects, provided that the Principal submits to the Public School Inspector a certificate that each of the candidates from his school has taken up satisfactorily to date the practical course in the bonus subject, and that, at his visit of inspection, the Departmental Inspector or Director, as the case may be, approved of the course therein as being in accordance with the Regulations.

(b) The Inspector's or Director's approval shall be communicated to the Principal as early as possible, but not later than June 1st, and shall not be given unless at his visit of inspection the practical work was being done satisfactorily by a teacher qualified therefor under the Regulations concerned, that at least the time prescribed by the Regulations was being given the subject, and that the accommodations, equipment, records, and exhibits were satisfactory.

(c) Unless the conditions prescribed above are complied with satisfactorily to the Public School Inspector, the candidate shall not be admitted to the examination on the bonus subject.

CONDUCT OF THE EXAMINATION

28. (1) (a) The question papers shall be prepared, the answer papers valued, and the results reported to the Minister by a Provincial Board of Examiners appointed by him.

(b) The distribution of the question papers, the conduct of the examination at the various centres, the reading of the answer-papers, and the settlement and communication of the results shall be provided for by the Minister.

(c) The School Board at each centre, or the County Council, shall pay the cost of stationery and any other necessary supplies and all other incidental expenses.

(2) The examination in Oral Reading shall be conducted by a local Examiner appointed by the Minister and shall include questions on the Principles based on the passage read by the candidate.

(3) The Writing shall be judged from the answer-papers in one of the other subjects to be determined by the Minister from time to time.

29. (1) There shall be one question paper in each subject except Writing and Reading.

(2) The maximum for each of the examination papers shall be 100.

(3) The maximum for Writing shall be 50.

(4) The maximum for Reading shall be 50, of which 35 shall be for Oral Reading and 15 for questions on the Principles based on the selection read.

(5) (a) The standard for Pass shall be 40 per cent. in each subject, and 60 per cent. of the aggregate marks.

(b) The standard for Honours shall be 75 per cent. of the aggregate marks.
8 c.s.

TEACHER'S REPORT

30. (1) (a) A report shall be submitted by the Principal, signed by all the teachers concerned, as to the standing of his candidates.

(b) Such report shall be submitted before the beginning of the examination.

(2) Only the names of the candidates who, in the opinion of the teachers, have completed satisfactorily the Courses for examination may be included in this report.

(3) This report will be provided for as prescribed in Regulation 7 for the Junior High School Entrance examination, and, when satisfactory, shall be taken into account in settling the results.

ADMISSION TO THE MODEL AND NORMAL SCHOOLS AND THE FACULTIES OF EDUCATION

NOTES: 1. The University examinations, pass, honour, and supplemental Matriculation, are conducted by the University Matriculation Board, and the examiners and associate examiners therefor are appointed and the examination results settled by the same Board, the machinery for the conduct of the examinations being provided by the Department of Education.

2. The Learned Societies select the papers—University or Departmental—that will meet the requirements of their preliminary examinations.

3. On request, addressed to the Deputy Minister, the results of the Departmental examinations in which they are concerned are communicated by the Department to the Universities and the Learned Societies.

EXAMINERS-IN-CHIEF

31. The examiners-in-chief to set the question-papers for the Departmental examinations detailed in the following regulations for admission to the Normal and Model Schools, and the Faculties of Education will be selected by the Minister of Education from the ranks of those who are specially qualified therefor.

ASSOCIATE EXAMINERS

32. (1) The Associate Examiners to value the answer-papers of candidates for admission to the Model Schools and the Lower School examination for admission to the Normal Schools and the Faculties of Education shall be holders of Permanent First Class or High School Assistants' certificates who are actually engaged in teaching in the Provincial system.

(2) The Associate Examiners to value the answer-papers of candidates at the Upper School examination for admission to the Faculties of Education and the Middle School examination for admission to the Normal Schools shall be graduates of a British University or Specialists according to the Regulations of the Department of Education, who hold permanent High School certificates, and are actually engaged in teaching in the Provincial system.

(3) No Associate Examiner will be appointed to value the answer-papers in a subject which he is not actually engaged in teaching.

CONDUCT OF EXAMINATIONS

33. The examinations at the local centres and the valuation of the answer-papers at the Department shall be conducted under instructions from the Minister of Education.

FEES

(1) The following are the fees for the examinations:—

(a) Entrance examination into the Model Schools	\$5 00
(b) Lower School Entrance examination into the Normal Schools and the Faculties of Education	3 00

(c) Middle School Entrance examination into the Normal Schools,
Parts A and B, each \$3.00; both parts \$5 00

(d) Upper School Entrance examination into the Faculties of Education:—

(1) Parts I and II, taken together	8 00
(2) Part I or II	5 00
(3) Part A, B, C, or D	3 00
(4) Three or more taken together	8 00

(2) (a) In the case of the June examinations, the prescribed fee shall be forwarded with the application to the Public School Inspector, who shall divide it as follows between the Department of Education and the Board of the School at which the examination is held:

Of a \$3 fee—\$2 to the Department and \$1 to the Board.

Of a \$5 fee—\$3 to the Department and \$2 to the Board.

Of an \$8 fee—\$5 to the Department and \$3 to the Board.

(b) In the case of the August examination, the fee for each part of either the Middle or the Upper School examination shall be \$3, and shall be forwarded with the application to the Deputy Minister.

(3) The additional fee of \$1 will be imposed, if the application is made after the prescribed date.

EXAMINATION CENTRES AND DATES

34. (1) Subject to the conditions hereinafter contained and in accordance with a time-table to be issued by the Minister from time to time, written examinations, as defined below, will be held by the Department of Education, as follows:

In June, the Lower and Middle School Normal and the Lower and Upper School Faculty Entrance examinations, at each High School and Collegiate Institute and at such other centres as the Minister may approve; in August, the Middle School Normal and the Upper School Faculty Entrance examinations in part, at the University of Toronto; and, in June, the Model School Entrance examination, at such centres as the Minister may select.

APPLICATION FOR ADMISSION

35. Application for admission to the examinations shall be made as follows on an official form which will be supplied to the candidate by the Inspector or the Deputy Minister, as the case may be:—

(1) To the Public School Inspector on or before the 15th of May for admission to the June Middle School Normal and Upper School Faculty Entrance examinations; and, on or before May the 1st, for admission to the Model School Entrance and the Lower School Normal and Faculty Entrance examinations.

(2) To the Deputy Minister of Education at least one week before the close of the Summer School session for admission to the Middle School Normal or the Upper School Faculty Entrance examinations in part.

(3) (a) In the case of teachers who are actually and regularly engaged in teaching, the official form of application shall include a certificate, signed by the applicant, that he has read carefully during the preceding year, in addition to the works prescribed for the examination, at least four suitable works in English literature, two in prose and two in poetry, the names of which shall be given in said certificate.

(b) In the case of other candidates, the official form of application shall include a similar certificate signed by the Principal of the school in which the candidate has completed the course for said examination.

(c) (i) In the case of candidates attending a Summer School, the official form of application shall include a statement by the Principal thereof that the candidate has taken up practically under the personal supervision of the Science teacher and as prescribed by the Regulations, the Summer School courses in the different departments of Science included in his examination.

(ii) In the case of candidates attending schools under the control of the Ontario Department of Education, a similar certificate shall be signed by the Principal of the school in which the candidate has taken up the subject.

(iii) In the case of all other candidates, the Inspector of Public Schools, after due investigation, shall satisfy himself before accepting the candidate's application, that the conditions prescribed for the foregoing certificates have been fully complied with.

(d) Unless the conditions prescribed in (a), (b), and (c) above are duly complied with, the candidate shall not be admitted to the examination of which the literature or the Science concerned forms one of the subjects on which he intends to write.

(e) (i) In the case of candidates who take Manual Training, Household Science, or Agriculture and Horticulture as a bonus subject, the Principal shall submit to the Public School Inspector a certificate that each of the candidates from his school has taken up satisfactorily to date the practical course in the bonus subject, and that, at his visit of inspection, the Departmental Inspector or Director, as the case may be, approved of the course as being in accordance with the Regulations.

(ii) The Inspector's or Director's approval shall be communicated to the Principal not later than June 1st, and shall not be given unless, at the time of his visit of inspection, the practical work was being done satisfactorily by a teacher qualified therefor under the Regulations, that at least the time prescribed by the Regulations was being given the subject, and that the accommodations, equipment, records, and exhibits were satisfactory.

(iii) Unless the conditions prescribed in (e) (i) and (ii) above are fully complied with satisfactorily to the Public School Inspector, the candidate shall not be admitted to the examination in the bonus subject.

NOTE.—Official forms for reporting the lists of candidates for the different examinations will be sent the Public School Inspector.

LOWER SCHOOL EXAMINATION FOR ADMISSION TO THE MODEL SCHOOLS

36. The subjects of examination for admission to the Model Schools shall be the following subjects of the Lower School Course of the High Schools:—

Oral Reading, Writing, Spelling, Art, Elementary Science, English Literature, Geography, English Composition, English Grammar, British and Canadian History, Arithmetic, Algebra and Geometry.

For entrance into the English-French Model Schools, French Grammar and Composition shall be taken in addition.

LOWER SCHOOL EXAMINATION FOR ADMISSION TO THE NORMAL SCHOOLS AND FACULTIES OF EDUCATION

37. In addition to the Middle or Upper School examinations prescribed below, candidates for admission to a Normal School or a Faculty of Education shall pass one of the following examinations:—

(1) The Senior High School Entrance examination, with the Elementary Science and Art option.

(2) The Model School Entrance examination.

(3) The Senior Public School Diploma examination with Elementary Science and Art.

(4) (a) The Departmental examination in the following subjects of the Lower School Course of the High Schools:—

Oral Reading, Writing, Spelling, Art, Elementary Science, Geography, British and Canadian History, English Grammar, and Arithmetic.

(b) Candidates who have passed the Middle School Normal Entrance examination under the High School Regulations of 1909 and 1911 may, on application to the Department, be granted permission to write at future Lower School examinations under the following conditions:

(i) They may omit the paper in British and Canadian History.

(ii) On the Elementary Science paper they may take the questions in Botany and Zoology and omit those in Physics and Chemistry.

(iii) If they have obtained the bonus on the Art paper of the Middle School, they may also omit the Art paper.

MIDDLE SCHOOL EXAMINATION FOR ADMISSION TO THE NORMAL SCHOOLS

38. (1) In addition to the examination in the Lower School subjects prescribed above, candidates for admission to a Normal School shall pass the Departmental examination in the subjects of the Middle School of the High Schools, as follows:—

English Composition, English Literature, British and Canadian History, Ancient History, Algebra, Geometry, Physics, and Chemistry.

(2) (a) A teacher who is actually and regularly engaged in teaching may divide the examination into two parts as follows, at the June or the August examination:

PART A: Algebra, Geometry, English Literature, and English Composition.

PART B: Chemistry, Physics, Ancient History, and British and Canadian History.

(b) Unsuccessful candidates at the examination in Part A or Part B, who obtain the minimum in three subjects with an average of 60 per cent. in said subjects, will be allowed the examination therein, provided that on the remaining subject they obtain not less than 25 per cent. of the marks assigned thereto and include the examination on that subject in the examination on the Part subsequently taken.

(3) All other candidates shall take all the Middle School subjects at one examination in June.

UPPER SCHOOL EXAMINATION FOR ADMISSION TO FACULTIES OF EDUCATION

39. In addition to the examination in the Lower School subjects prescribed above, candidates for admission to the Faculties of Education shall take in June or August the Departmental examinations in the subjects of the Upper School of the High Schools in accordance with one of the following schemes:

(1) The June examination in one year, or in two parts in different years, by any candidate, as follows:—

Part I.—English Composition and Rhetoric, English Literature, Mediaeval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—Modern History, Biology, and Latin, with Chemistry and Mineralogy or French and German or Greek and German or Greek and French.

(2) The June examination in four parts, one or more parts in any year and in any order, and the August examination in the two parts taken up during the Summer session, as follows, by any candidate who takes at least three of the four parts while actually and regularly engaged in teaching and who passes a practical examination in Biology, Chemistry, Physics, and Mineralogy in addition to the written examination in these subjects; or who submits the certificate of the Principal of the Summer school prescribed in 35 (3) (c) (i) above.

PART A.—English Composition and Rhetoric, Algebra, Geometry;

PART B.—English Literature, Mediaeval History, Trigonometry;

PART C.—Modern History, Latin, Physics;

PART D.—Biology, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

(3) Unsuccessful candidates at any of the examinations prescribed in (1) and (2) above, who obtain the minimum in all but one subject with an average of sixty per cent. on said subjects will be allowed the examination therein, provided that on the remaining subject they obtain not less than twenty-five per cent. of the marks assigned thereto, and include the examination on that subject in the examination on a part subsequently taken.

(4) Candidates at the Faculty Entrance examination, who obtained Junior Teachers' standing not later than 1900, may substitute for the course now prescribed in Latin for entrance into the Faculties of Education the special courses in English Literature and the History of the English Language and Literature prescribed by the Department for those who qualify under this Regulation. For particulars of the courses, see Circular 58.

(5) Candidates for admission to a Faculty of Education who are also candidates for scholarships at the Honour University Matriculation examination may substitute for one or more of the question papers of the Faculty examination the corresponding question papers in the subject or subjects of the scholarship examination.

NUMBER OF EXAMINATION PAPERS

40. One question paper shall be set in each subject, except in the case of Upper School Greek, Latin, French, German, and Biology; Middle School Latin and Art; and French for entrance into the English French Model Schools. In each of these subjects there shall be two papers.

EXAMINATION TESTS AND STANDARDS

41. (1) Optional questions will be given at all examinations in History, and may be given in any other paper at the discretion of the Board of Examiners concerned.

(2) In English Composition an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in the essay or the letter, or in both, as the case may be.

(3) In addition to the examination on passages from the prescribed authors, questions on sight passages shall also be set at all examinations in Greek, Latin, French and German, and in English Literature. See Circular 58.

(4) For each of the above examinations which includes English Literature as a subject, candidates will be expected to have memorized the prescribed passages in the English Literature texts, and their knowledge thereof will be tested in the English Literature paper.

(5) The examination in Oral Reading shall be conducted by an Examiner appointed by the Minister, and shall include questions on the Principles based upon the passages read. The maximum marks shall be 35 for the Oral Reading and 15 for the Principles.

(6) The Writing shall be judged from the answer papers in one of the other subjects, to be selected by the Minister when the answer papers are being examined. The maximum marks for the subject shall be 50.

42. (1) Each examination paper shall be valued at 100 marks, except as already provided in Regulation 41 (5) and (6) above, and the bonus papers in Latin, Art, and Agriculture and Horticulture, which shall be valued at 50 marks each.

(2) Candidates who take in addition to the obligatory subjects of the examination, one of the subjects as set forth in the following scheme and who make at least the prescribed percentage, shall have the marks so obtained added as a bonus to the aggregate of their marks on the obligatory subjects:

(a) At the Model School or the Lower School Normal or Faculty Entrance examination, 50 per cent. on the paper in Manual Training, or Household Science, or Agriculture and Horticulture.

(b) At the Middle School Normal Entrance examination, 34 per cent. on each of the Middle School Latin or Art papers and 50 per cent. of the aggregate of marks, or 50 per cent. on the Middle School examination paper in Agriculture and Horticulture.

(c) At either Part I or Part II of the Faculty Entrance Examination, if the paper has not been already taken at a Middle or Upper School examination, 50 per cent. of the Middle School Normal Entrance examination paper in Agriculture, or 34 per cent. on each of the Middle School Art papers and 50 per cent. of the aggregate marks.

(3) If, after the answer papers have been read, any question paper should be found to be easier or more difficult than required, due allowance shall be made therefor.

(4) (a) Before an examination begins, a report in a form prescribed by the Minister shall be submitted, signed by all the members of the Staff of the school concerned, as to the standing of their candidates. This report, when tested as in the case of the Junior High School Entrance examination (Regulation 7 above), will be taken into account in settling the results.

(b) Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination may be included in this report.

(5) (a) At the examination for admission to the English-French Model Schools, the standard for pass shall be 34 per cent. of the marks assigned to each paper, and 50 per cent. of the aggregate marks.

(b) At all the other examinations, candidates shall be required to make 60 per cent. of the aggregate marks of the papers in the subjects prescribed for the examinations, as well as 40 per cent. on each paper, or other examination test.

(c) For honours, 75 per cent. of the aggregate will be required.

(6) Candidates who make the required aggregate may be awarded a certificate, even though they should fail to obtain the minimum in a subject, provided they were reported by the staff as fit to pass in that subject, as shown from the report provided for in Regulation (4) above.

(7) Candidates who have failed at the Middle School examination, but have passed the Lower School examination for admission to the Normal Schools, may, on application to the Minister, be granted a Model School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for the Middle School examination and 34 per cent. of the marks for each paper.

(8) Candidates who have failed at the Upper School examination, but have passed the Lower School examination for admission to the Faculties of Education, may, on application to the Minister, be granted a Normal School Entrance certificate, provided they have obtained 50 per cent. of the aggregate of the marks for each part and 34 per cent. of the marks for each paper.

EXEMPTIONS FROM THE LOWER SCHOOL EXAMINATION

43. (1) A candidate for admission to the Normal Schools may omit the Lower School examination herein prescribed, provided that:—

(a) He was duly admitted by a Principal to the Middle School not later than the 1st of September, 1911; and—

(b) Before the 1st of September, 1911, he was entitled, under the Approved School Scheme then in force, to a certificate exempting him from the September examination in the Lower School subjects.

(2) A candidate for admission into the Faculties of Education, who was duly admitted by the Principal to the Middle or Upper School not later than the 1st of September, 1911, may omit the Lower School examination herein prescribed.

APPEALS

44. (1) The answer papers of all candidates, who, on the valuation of the Associate Examiners, are found to have failed in any way by not more than a small margin, shall be re-read before the settlement of the results. Candidates who still fail on this second reading shall have their statements of marks stamped "Re-read," and in such cases no appeal will be allowed.

(2) Candidates who fail and whose papers have not already been re-read, may have their papers so re-read by lodging an appeal before September 1st and paying a fee of \$2.00.

(3) Should illness, bereavement, or any other unavoidable cause, interfere with a candidate's examination, such circumstances shall be duly taken into account in settling the results, but only when fully reported to the Department with satisfactory documentary evidence, not later than the close of such examination.

REPEAL OF REGULATIONS

All former Regulations of the Department of Education that are inconsistent with the foregoing Regulations are hereby repealed.

250606
Dept. of
Education, Ontario.
Courses and Regulations
of schools ... 1913.
continuation

Gov. Doc.
Ont
E

NAME OF BORROWER.

DATE.

University of Toronto
Library

DO NOT
REMOVE
THE
CARD
FROM
THIS
POCKET

Acme Library Card Pocket
Under Pat. "Ref. Index File"
Made by LIBRARY BUREAU

